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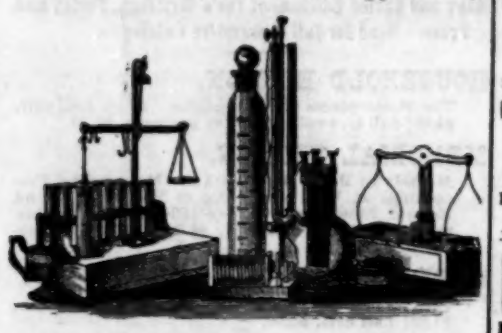

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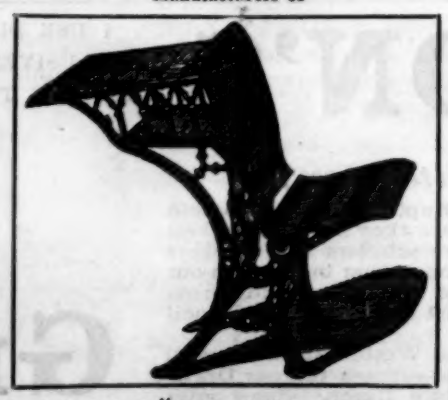

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Journal of Education.

Vol. XIV. Published by NEW-ENGLAND PUBLISHING COMPANY, Boston, Mass. No. 23.

CONTENTS OF THIS NUMBER.

	Page
David Grey's Estate (poem)	395
Public Opinion	395
Reading Habits. (I.)	395
System of Instruction at the Familistère in France	396
Things to be Remembered	396
Elementary Physics. No. XVII.	397
One of *The Nation's* Criticisms	397
William Downs Henkle	398
Varieties	398
Correspondence, Notes, and Queries	399
Literary Eclipses	399
Editorial: Notes	400
The Light Shining	401
Teachers' Institutes	401
Drift	401
New Publications	402
Concerning Degrees	403
Boston Gossip	403
The American Institute of Instruction	404
Southern Correspondence: Letter from Alabama	404
New-England Department	406
Educational Intelligence	406
Publisher's Notes	407
Pearls of Thought	409

DAVID GREY'S ESTATE.

Over his forge bent David Grey,
And thought of the rich man 'cross the way.

"Hammer and anvil for me," he said,
"And weary toil for the children's bread;

"For him, soft carpets and pictured walls,
A life of ease in his spacious halls."

The clang of bells on his dreaming broke;
A flicker of flame, a whirl of smoke.

Ox in travis, forge grown white-hot,
Coat and hat were alike forgot,

As up the highway the blacksmith ran,
In face and mien like a crazy man.

"School-house afire!" Men's hearts stood still,
And the women prayed as women will,

While 'bove the tumult the wailing cry
Of frightened children rose shrill and high.

Night in its shadows hid sun and earth;
The rich man sat by his costly hearth,

Lord of wide acres and untold gold,
But wifeless, childless, forlorn and old.

He thought of the family 'cross the way;
"I would," he sighed, "I were David Grey."

The blacksmith knelt at his children's bed
To look once more at each shining head,

"My darlings all safe! O God," he cried,
"My sin in thy boundless mercy hide!

"Only to-day have I learned how great
Hath been thy bounty, and my estate."

PUBLIC OPINION.

Industrial Education. — In a recent address before the Franklin Institute, Mr. John S. Clark has in a very vigorous manner spoken for the cause of industrial education. He called attention to the efforts making quite recently in England, and claims that our already established system of public education will make it possible for us to pursue the same end better and more effectually. The possibility and the great advantage of teaching in the public schools some of the elements of natural sciences may be conceded, but there would be very serious obstacles in the way of any attempts to engraft training-schools in the manual arts upon our present system of school instruction, as Mr. Clark proposes to do. The restrictions placed by the trades-unions upon the apprenticeship system, and the natural causes operating against its development, have already led manufacturers to seek for some measures to give them relief. It is to these trade associations, and not to our public-school system, that we look for efficient work in this direction. — *Engineering (N. Y.)*

Pittsburgh's "Lightning Calculators."—Prof. W. W. Kennedy says that "there has been no effort put forth in the Pittsburgh schools to make 'lightning calculators;' the effort has been simply to meet the business demands of the community. It has been said, and we are prepared to establish the truth of the proposition, that by this method one-half the time usually devoted to this subject, in the hitherto-haphazard manner of teaching the fundamental operations, will produce results equally surprising."

Dr. John H. French maintains that it is no less possible for children to learn to read results in figures arranged in *vertical* lines than to read results in letters in *horizontal* lines. He tested the matter for a number of years in the schools of Burlington, Vt., where, he says, they never thought of "proving" their additions.

Tobacco in the Schools.—The depressing action of tobacco on the intellectual development is, therefore, beyond question. Its influence clogs all the intellectual faculties, and especially the memory. It is greater in proportion to the youth of the individual and the facilities allowed him for smoking. Statistics lately collected at Paris show that it affects the quality of the studies in a constant ratio.—*Ex.*

Location of New School-Houses. — 1. Select a site that is accessible to fresh air and sunlight; those facing to the West and South are the most desirable. 2. See that the location is elevated; not low and damp. 3. If in a city, ascertain whether the building is on natural or "made" soil. The latter is very unhealthy. 4. Have as much open ground around the school-house as possible. A school-house with a yard however small is much more pleasant than one without a yard; and have a garden if possible. 5. Ascertain with a certainty that the drainage is good. 6. Observe whether there are any bodies of stagnant water, or other contaminating influences near, and whether the prevailing direction of the wind will carry unwholesome vapors to to the school-house. 7. Never choose a location so thickly surrounded with trees that the sun can never penetrate to the rooms. Such places are very unhealthy. 8. Be sure that the water supply is abundant and pure in every respect.—*Ex.*

America's Policy. — Although our system of government does not contemplate that the Nation should provide or support a system for the education of our people, no measures calculated to promote that general intelligence and virtue upon which the perpetuity of our institutions so greatly depends, have ever been regarded with indifference by Congress or the executive. —*Ex. from the President's Message.*

Education. — Education is all paint; it does not alter the nature of the wood that is under it,—it only improves its appearance a little. Why I dislike education so much is that it makes all people alike, until you have examined into them; and it is sometimes so long before you get to see under the varnish!—*Lady Hester Stanhope.*

Christian Education in Utah. — The spelling-book and the multiplication-table must be thrust forward as an entering wedge for the Bible,—a pure gospel. This may not seem quite othodox, evangelical, or strictly according to the New Testament precedent; but such is the cogent suggestion of the potent factor, and such, too, is the unanimous conclusion of all who, on the ground, have studied most deeply the Mormon problem and seek the readiest and surest means at hand for its solution.—*Advance.*

Education of Teachers. — From the fuller education of every teacher, two most desirable results would be likely to flow,—the regular concatenation of all the parts of our educational system, from the lowest to the highest, and an improvement in the quality and in the public estimation of the profession.—*Schoolmaster (Eng.)*

The Chinese. — The common schools are the stomachs of the country, in which all people that come to us are assimilated within a generation. When a lion eats an ox, the lion does not become ox, but the ox becomes lion. So the emigrants of all races and nations become Americans, and it is a disgrace to our institutions and a shame to our policy to abuse them or drive them away.—*Henry Ward Beecher.*

— The common school system ought to turn out a race of men and women who hate a lie and despise a fraud.—*Pa. School Journal.*

READING HABITS.

BY A. E. WINSHIP.

It is most natural for a man who finds it difficult to awaken in himself an interest in systematic reading, to begin with biography as affording both interest and inspiration. There is very little true culture in such reading, as there are few biographies worth a man's time to read, who seeks intellectual improvement. I would advise, in their place, the best critical essays upon men. Macaulay's essays upon the history of men are of the greatest value. In an hour one can get a better idea of Mann, Hastings, William Pitt, Frederick the Great, Lord Clive, or Peter the Great, than he could in an all-day's perusal of the biography of the same men. Every man whose life is worth our thought has had his essayist, who was more readable and instructive than his biographer.

History is another line along which it is natural for a man to read. Here the field is vast. One can read forever and not exhaust the standard works, and it is of the utmost importance that we know how to get the gist of history in its entirety and spirit. Two things are fruitless, — one is, skeletons of dates and facts; the other is dazzling stories of doubtful authenticity. The thing to be sought is current of thought, flowing onward from the days when history had its birth, to the present time. Skeletons and charts will not give us this, but there is a way in which, by blending facts, philosophy, and incident, history shall unfold in our reading like a perfect flower, from the now useless calyx, to the tufted pistil that speaks to us of the future.

It is not our province to outline a course of historic reading in this article, but we may say, perhaps, that the object aimed at is to read each strategic period by itself; selecting, for that period, one author who is reliable and philosophic, who writes with unction, and has, above all else, the skill to present a landscape view, as it were, of the history of that period, as in a Claude Lorraine glass. Possibly I may be pardoned another suggestion. When such an author is found, my advice is to read him rapidly, with a view to getting the entire period in mind; then re-read carefully the important chapters and paragraphs.

In literature one should read for culture and refinement of thought and expression. To accomplish this, one needs to read and re-read with devout admiration and fervent zeal the masterpieces of choice literature in verse, essay, and story. It is never pardonable to read the great works of literature hastily. Their power is in the delicate tinting of the thought, which can only be appreciated in its beauty by gazing admiringly upon it. It is like a fine painting or elegant statuary, and is to be studied at many sittings. A single reading is like a walk through a gallery of artistic gems without

stopping before any one of them. One can say he has been there,—that is all.

In reading natural science, we should seek an author who has most keenly observed the things or phenomena of which he writes, who has the philosophic turn of mind requisite for logical deductions and classification, and the literary skill to make his knowledge and inspiration voice itself in print. Read enough of the subject in hand to familiarize yourself with the main line of thought, theory, and fact concerning it.

In Art, one seeks fervor, inspiration, kindling qualities. Principles must be learned, but they are valueless without the glow of artistic zeal. One needs the grace to be proud of what he has not read, and the skill to be the better for what he has read; then, with the best of literature to be purchased for a trifle, or to be had from the public library for the asking, all men may easily culture themselves.

SYSTEM OF INSTRUCTION AT THE FAMILISTÈRE IN FRANCE.—(II.)

BY AUGUSTA COOPER BRISTOL.

The division termed the "Pouponnat," is on the left of the entrance to the Nursery, and receives children from two to four years of age. This is a large apartment, furnished like a school-room with convenient seats and benches. Like the Nursery, it opens upon a covered balcony, and is pleasant and healthful, with light and ventilation. Simple pictures of a variety of animals and birds are suspended on the walls. Sixty-four children, under the supervision of one lady teacher, belong to this department. This teacher seems to possess the qualifications most necessary in this special division,—good health and energy, an air of active direction, and a voice of command. The exercises are varied, with a view to securing a healthy balance of mind and body. Singing and marching is both exercise and pastime. It is accomplished in many ingenious ways, by which a correct knowledge of time and movement is readily acquired. The teacher holds in her hand a simple invention, which shuts together like two hinged covers, with a clapping sound, and springs back again. With this she indicates the measure of movement, to which the "poupons" adjust their step in every variation of the march. This acquirement of measured movement, at so early an age, becomes at length quite involuntary in its expression, as I had occasion to observe while attending the September Festival of the Institution. This *fête* is termed the Festival of the Children. At that time, whenever the forty musicians of the Association varied the exercises with their stirring music, many of the little "poupons," dressed in their Sunday best, and sitting directly in front of the stage, involuntarily clapped their dimpled hands in measured movement with the music.

In this department the intellect is not urged. The child of four years or less will, when questioned by the teacher, tell the uses and characteristics of the birds and animals upon the wall, and name the different geometrical figures drawn by the teacher upon the blackboard. It is likely that the imagination is more stimulated in this department than any other faculty, this being in accordance with the natural law of mental development at this early age. Simple stories related by the teacher, and the learning of new songs vary and enliven the exercises, and, if sleepy, the children drop off without hindrance into dreamland, wherever they may be, sitting or lying. They appear strong and healthy, even more so than American children of the same years. They enter the department at ten o'clock each morning, while frequent intermissions, and lunches of bread and butter, prevent fatigue and lassitude.

In fine weather these intermissions are enjoyed in a park in the rear of the Unitary Habitation, upon which the department opens. It consists of a lawn of rich green grass, intersected with walks, and bordered by beautiful trees which skirt the river Oise. Here, when the slanting rays of the afternoon sun vivified the pleasant park, I often saw the "poupons" sitting in groups on the grass, or amusing themselves in separate detachments under the trees and in the walks; the teacher usually seated in the shade, busy with some hand-work, and in company with three or four other women of the Familistère, who, though engaged with sewing or knitting, seemed to silently assist in the watchful supervision of the little ones. And while the presence of these elders never seemed to interfere with the freedom of the children except to give it direction, yet we may judge of the effectiveness of this unobtrusive guardianship from the fact that, although in hours of recreation more than two hundred and fifty children from the various departments promenade and frolic in this park that is bounded by the river Oise, not one has ever yet been drowned.

The next educational grade is termed the "Bambinat," and receives children from four to six years of age. The building constructed for this division is on the left of the little theater which faces the central front of the Unitary Habitation. It is connected with the theater by a hall of entrance, running the entire length of the building. This hall serves as a place of recreation during intermissions, and here also the children form in order for the line of march when they re-enter the school-room, or return to the Familistère. The school-room is high and spacious, with twelve large windows, and five openings in the ceiling for ventilation. It is furnished with convenient seats and desks, and, like the "Pouponnat," there are pictures of birds and animals upon the wall, together with scenes from Bible history. At one end of the apartment are many seats or steps, raised one above the other, in the form of an ampitheater. On these steps the children arrange themselves for the performance of gymnastic exercises. Seventy children with two lady teachers, belong to this division. Like the children in the previous departments, they enter the school-room at ten in the morning, and return at the day's close to the family apartments, with the usual two hours' intermission in the middle of the day.

The exercises, though very simple, are highly interesting, and are varied from day to day. Books are only used by two classes. Before learning words from books, the children are taught syllables, or parts of words, which are printed in columns upon tablets, and suspended on frames in front of the classes. Simultaneous with the learning of these syllables is the acquiring of the mute language. The pronunciation of each syllable is accompanied by a movement of the hand or fingers, which expresses the same syllable in the language of the mutes. Children who have passed into the higher departments are often delegated to assist in teaching these syllable lessons in the "Bambinat." The exercise demands close and continuous attention on the part of both pupil and teacher. The eye must not wander, but should be fixed upon the tablet, following the direction of the pointer by which the little ten-year-old instructress indicates the syllable which is to be pronounced. At the same moment she indicates this, she pronounces the syllable in concert with the pupils, and, simultaneously with them, performs the corresponding movement of the mute language. Sometimes several of these classes, with their juvenile teachers, are reciting in the same room from similar tablets, the recitation and pronunciation taking the form of a musical chant. One can imagine the perfect attention necessary on the part of the teachers and pupils in order that the exercise may be rendered without mistake or discord.

The gymnastic exercises of this division are as wonderful as they are amusing. They occur but twice a week, and are performed by the entire body of pupils stationed in a certain order upon the raised steps at the end of the apartment. Every part of the body is exercised, the movement being measured by a chant, and the teacher acting always in concert with the pupils.

The development of the imitative faculty in the way of copying or drawing commences in this department. A large outline of some familiar object is suspended on a frame in front of the classes, and the pupils essay to copy it upon their slates. Some of these copies are remarkably successful considering the age of the scholars.

The younger children learn to count from one to a hundred, by means of a frame with balls; and those of six years are enabled to calculate with accuracy and rapidity by means of many little bundles of sticks arranged on the desk before the pupils in such manner that certain bundles are the multiples of others. This, I learned, was Madame Marie Moret's invention, and it seems to be a decided success. The calculation is often chanted in concert, but at other times single pupils are selected, and their knowledge of numbers tested. Problems in multiplication given out by the teacher I saw performed upon the blackboard by some of these children, the multiplicand and multiplier containing three figures each. Such degree of advancement in children six years of age is naturally a matter of surprise to the American who visits this institution, for in America our children at this age have only commenced the simplest rudiments of learning. And when we reflect that these children have not had the advantage of hereditary culture, and that such intellectual capabilities as they possess are not specially urged or stimulated, the measure of their advancement becomes still more a matter of surprise and query. But if we observe closely, and think long and deeply enough, we perceive that the children of the Familistère gain this vantage ground of advancement by being directed from earliest infancy by a system which facilitates the natural unfoldment of the mind, while it aims to secure primarily the proper physical basis of development.

(To be continued.)

THINGS TO BE REMEMBERED.

BY WM. SANBORN,
State Normal School, Warrensburg, Mo.

Remember to practice what you preach.

Remember that *example* is better than *precept*.

Remember to teach students *how* to study.

Remember to be kind, but firm in the right.

Remember that thoroughness is better than gold.

Remember daily to put yourself in the pupil's place.

Remember to take *sunshine* and not *gloom* into your school-room.

Remember that your pupil is to become a *man* and not a *parrot*.

Remember that mental discipline is more desirable than knowledge.

Remember that you cannot secure the attention by demanding it.

Remember to use none but the highest motives in all of your work.

Remember that politics and sectarianism must not interfere at all with school-work.

Remember that *quality* and not *quantity* is the great desideratum in teaching.

Remember to trust pupils as far as possible, that they become trustworthy citizens.

Remember at each day's close to submit yourself to a critical self-examination and correction of faults.

Remember that an attempt to perform many things at one time is likely to result in confusion and failure.

Remember that attention and thought are almost impossible in poorly-ventilated rooms.

Remember that there may be a few things in this wide and busy world that you do not know.

Remember to be strictly honest in all things and at all times, and let the consequences be what they may.

Remember that others might esteem you just as highly if you would employ a proxy to sound your own praises.

Remember that where there is little thought or a strong desire for popularity, there is apt to be much talking.

Remember, directors, that you have a duty to per-

form to your teacher as well as to your school and to your district.

Remember that young pupils advance by the interesting employment of their abundant activities, and not by study.

Remember to use the pronoun *we* instead of *you*, whenever practicable, in giving advice and in reminding of duty.

Remember that inquisitiveness in pupils should be encouraged and judiciously directed, and should not be repressed.

Remember that the profession of teaching is a life-work, which demands your noblest effort, your profoundest thought, life your consecrated.

Remember, patrons, to visit your schools frequently and to manifest a vital interest in the educational work in your district.

Remember that activity is the normal condition of the child, and that education is the judicious employment of this activity.

Remember that mere intellectual education, without moral instruction and culture, is ruinous to both the individual and the State.

Remember that the *laws of health* must be observed before the greatest degree of mental activity can be secured.

Remember that a want of clearness and conciseness in expression is generally caused by vagueness of comprehension.

Remember always that your pupils are human beings, and need your warmest sympathy and the results of your most careful thinking.

Remember to impress upon your pupils the great importance of obeying, in spite of opposition, the dictates of an enlightened conscience.

Remember that the pupil intrusted to your charge is not a *vessel* to be *crammed* with mere knowledge, but is a *soul* to be *developed* into a perfect man or woman.

Remember that all men who work intelligently and voluntarily are actuated by some sort of motives. What *incentives to study* do you employ in your teaching?

Remember that the very best of professional ability is absolutely requisite in the lower ranks of teaching, in the primary department.

Remember that there is no development and discipline without exercise, and that the pupil must perform this exercise, and not the teacher for him.

Remember that the responsibility of the school-teacher is not inferior to that of the minister of the Gospel; the teacher moulds the plastic mind, the minister instructs reasoning mind.

Remember that the teacher should be the least noticeable feature of a recitation, and that the pupils' energies should be engaged in an investigation of the subject, and not in admiration of the teacher's erudition (?) or elocutionary (?) powers.

Remember that it is much more difficult to correct the pernicious effects of wrong-teaching than it is to teach correctly in the first place. Let us earnestly endeavor to make no mistakes. Mistakes in primary-teaching are a fearful expense to the child.

TAFFY WAS A TEACHER.—Welsh pupil teachers are not the best hands at English composition. Still we might expect that after two years' training they would have avoided the mistakes recorded in the report just issued of Her Majesty's Inspector of Schools for North Wales.

One wrote: "If asked for a certain cape, perhaps he would have to run through, in his head, a long string before reaching it." Another, on the treatment of a case of faintness, wrote: "Opening of doors, windows, and ventilators, with applications of water, would cause the child to survive." A third was of opinion that: "To say a teacher should be honest, truthful, appears superfluous. All that I can say is that it would that it were so." Probably they would do better in their vernacular.—*London Globe.*

COURAGE.

BY A TEACHER (C. E. J.)

Weary teacher, so tried and true,
What has the day's work been to you?
Only efforts, all made in vain,
With many a loss and little gain?

No; into the heart the Father sees,
Knows the longing and hoping to please;
You have done the best you could,
"All things work together for good."

What should we do if it were not so?
Where in the world for comfort go?
'Tis here we find our haven of rest;
Here our work is truly blest.

ELEMENTARY PHYSICS.

BY I. J. OSBUN.

Exercise No. XVII.

Apparatus necessary for the following experiments: A table, a croquet-ball; a pile of books, a watch, clock, or pendulum made with a pebble and a string; a bit of brown paper, a match; a piece of board one foot long and six inches wide; a hammer; a smooth card, a cent, a teacup; a couple of tacks, a bit of string three feet long; some pasteboard, a strong cord four feet long, a boy's top; a fan.

EXPERIMENT.	OBSERVATION.	INFERENCE.
While the pupils close their eyes, carry a croquet-ball from one end of a table to the other, and then require them to observe the change.	The ball is in a different place, or position.	The ball must have been moved.

Definition.—Change of position is called *motion*.

(1) While one of the pupils counts, roll the ball gently from one end of the table to the other.	The ball crossed the table in three, four, or five counts.	*Time* is required for a ball to change from one position to another.

Note.—Refer to the *time* required for a boy to go from his home to the school, or for an express-train to move from one city to another.

While one pupil counts, roll the ball across the table,— *a.* With a slight push. *b.* With a harder push. *c.* With a quick blow.	The ball crosses the table,— *a.* during four counts. *b.* during three counts. *c.* during two counts.	The length of time for a body to pass from one place to another may be great or small.
With a ruler find the length of the table.	It is four feet long.	The ball moved four feet.
Consider the amount of time shown by counting.	From one to two is one portion of time, from two to three two portions, etc.	There is always one more count than portions of time.
Reconsider the experiment with the ball.	The ball rolled four feet, *a.* in one portion of time; *b.* in two portions of time; *c.* in three portions of time.	The ball rolled with different rapidities, or *rates* of *motion*.

Definition.—The *rate* at which a body changes from one position to another, is called *velocity*.

Note.—Refer to the *velocity* of a man walking, of air in a room as shown by a little cloud of smoke from a piece of burning paper, of wind, of a stream of water, of an express-train, and of a bullet.

Slide over a table a board, on which lies a croquet-ball, or any small object.	The ball moves with the board.	A body once set in motion tends to continue in motion.
Suddenly stop the moving board, by bringing it against a book.	The ball rolls on; *i. e.*, continues in motion.	
(2) Suddenly start a board on which lies a ball or any small object.	The board slides from beneath the ball.	A body at rest tends to remain at rest.
On a card which lies upon the bottom of an inverted teacup lay a cent, and start the card with a sudden blow.	The card flies away, while the cent remains upon the cup.	

Note.—Refer to the effect upon the passengers of the sudden starting or stopping of a train, to the shaking of fruit or nuts from a tree, or water from a wet umbrella or garment, etc.

(3) Set in motion a croquet-ball, fastened to a string, which is tied to an immovable object.	The ball rolls a short distance in a straight line until jerked aside by the string.	A body in motion tends to move in a *straight line*.

Note.—Refer to the difficulty a boy finds in *dodging* a person, or in turning a corner instantly when running rapidly; also to the flying of mud from a carriage-wheel, water from a grindstone, or rain from a twirling umbrella.

Perform any simple experiments illustrating *centrifugal motion*, taking care in each case to call attention to that which keeps the body from *flying off* in a straight line.

(4) Attempt to bring a circular disc of pasteboard suddenly from a horizontal to a vertical position.	It is done quite easily; *i. e.*, it offers but little resistance.	A sheet of particles whirling in a certain plane tends to continue in that plane.
Attempt to bring a whirling disc of pasteboard suddenly from a vertical to a horizontal position, or the reverse.	It is done with difficulty; *i. e.*, it offers a slight resistance.	
Regard a boy's top spinning upon the table.	It is made up of a series of sheets of particles, whirling horizontally.	A spinning top stands because the sheets of particles persist in whirling horizontally.
Attempt to stop the whirling top by a slight push, or by blowing against it.	It is upset with difficulty.	

Definition.—The property of bodies whereby they *tend to remain at rest*, when at rest, or tend to *remain in motion in a straight line*, when in motion, is called *Inertia*.

Note.—From the above observations it follows, that whenever we see a body once in motion and then at rest, or once at rest and then in motion, or in motion in a certain direction and then in another direction, we immediately infer that there is some cause for the change.

Start a board sliding across a table.	It quickly comes to rest.	The cause is friction.
Swing a fan broadwise quickly, through the air or through water.	It is done with difficulty.	The air or water opposes the motion of the fan.
Swing it edgewise.	It is done with ease.	
Toss a ball up from the earth.	It soon stops going up, and then returns to the hand.	Gravitation opposes its upward motion.

Definition.—That which opposes the progress of a moving body is called *Resistance*.

Observe a team of horses pulling a plow or wagon.	They continue to exert their strength upon the plow or wagon, in order to keep it in motion.	All moving bodies which we see on the earth, meet with *resistance*, therefore something must be done to moving bodies to keep them in motion.
Observe a man rowing a boat against a current, or a lady sewing with a machine.	The man continues to exert strength upon the oar, the lady upon the treadle, to keep the boat or machine in motion.	

Definition.—That which is done to a body to overcome *Resistance* is called *Work*.

Note.—Refer to the work that is done by a locomotive, a waterwheel, a windmill, a man climbing a ladder with a load of bricks, or even with no load but his garments and body, and to that done by a boy in the common games of the playground.

In each case *resistance* is overcome, and this is *work*.

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(1) A pile of books should lie on one end of the table, which the ball may strike with a noise louder than the pupil's counting. The counting may be done by a pupil holding a watch to his ear, speaking aloud, one, two, etc, for each tick. Or the pupil may observe the pendulum of a clock, or a little, improvised pendulum, made with a pebble tied to a string six or eight inches long, and count one, two, or three for each swing of the pendulum, as the case may be.

(2) One end of the board may project over the edge of the table, so that it may be struck horizontally with a hammer.

(3) Drive a tack into the croquet-ball, tie one end of a string three feet long to this tack, drive a second tack to the middle of the board, tie the other end of the string to this, and lay the ball on the table, one foot from the tack in the board. Roll the ball in any direction, except directly to or from the tack in the board.

(4) Cut a circle of heavy pasteboard, six or eight inches in diameter. Half an-inch from the center punch a hole with a darning-needle. One inch from this hole, and exactly on the other side of the center, punch a second hole. Through each hole pass, half its length, a strong cord two feet long. Tie the end of the cords together, slip one hand broadwise through each loop, and, stretching the string, bring it to a horizontal position.

To perform the experiment,—bring one of the hands suddenly down or up. Set the disc whirling like a boy's "buzz," and perform the next experiment.

ONE OF "THE NATION'S" CRITICISMS.

BY GEN. J. W. PHELPS.

The wit of *The Nation* is very provocative of laughter; and where men are made to laugh they are generally satisfied with things as they are. Not much is to be expected in the way of reform where playing upon the risibilities is resorted to for that purpose. It is an appeal to self-conceit, rather than to the judgment. The reform-spirit is usually a sober one.

But *The Nation* also knows how to devote its great learning and acumen to serious views of things; sometimes, however, while its own brilliance is very manifest, the reader himself is left somewhat in doubt. This is the case with us on reading a criticism in its recent pages on a work of *Social Etiquette and Home Culture*, published by the Harpers. Under the head of "Good Manners," an article of some four columns, containing many judicious thoughts, closes as follows:

"Democracy is the foe of conventionalities in form, and in the last fifty years it has succeeded in driving conventionality out of society to an extent which, as we look back, seems almost incredible. For the old formalism has been substituted an easy-going, good-humored *bonhomie*, which is no doubt the only possible basis for modern society as it exists, with its curious medley of refinement and vulgarity, of intelligence and ignorance. But we have not yet reached a time when we can go to church to find out how we ought to 'behave in society,' nor when we can find the moral law between the covers of manuals of good manners."

The remarks which we wish to make upon this closing passage of the criticism alluded to, are directed to the spirit of utter helplessness in which it leaves the modern democracy of the United States, with respect to self-control. Society is represented not as having any power of self-direction, but rather as like a river flowing onward under physical forces that are beyond the will or control of men. We may make remarks upon its course, and mingle our eloquent speeches, sermons, and essays with its murmurs; but we may no more alter its current or its ultimate destination, than we can control the flow of the Mississippi. We may pluck out from the current of things honors, office, wealth, as the gull takes food from the rippling tide; but there our power ends. Democratic society is something that has laws of its own with which men may not interfere. It is, in fact, a mere ochlocracy, and tends as inevitably toward imperialism as rivers tend toward the sea!

The Nation admits that democracy has broken down the barriers of good society like a freshet, and that a cataclysm of vulgarity, intelligence, refinement, and easy-going heedlessness has taken their place. It seems to admit, too, that good manners and good morals are very desirable things to have about a national domain, but then the time has not yet come when one can be learned from the pulpit, or the other from between the covers of books.

Now, would *The Nation* please to instruct us where good manners and good morals are to come from if not from the pulpit and from our school-books? Are we to wait until some

future Elias shall come to set everything to rights among us? Is the current of life in its natural, ochlocratic flow to reach the desired point only after a certain period, depending upon distance, rate of motion, lapse of time, etc.? It seems to us that if we want to have good manners and good morals we must set about cultivating them in some way, and not leave them to be brought to us by agencies that we know nothing about. The time has not come, says *The Nation*, "when we can find the moral law between the covers of manuals of good manners." But still, good manners are a defensive outwork of moral law, and stand about in the same relation to it that a strong fortification does to operations of war, enabling a small force to hold out against a large besieging army. They also strengthen the observance of the laws of the land, and in this respect are of especial value to a democracy. The law-giver Lycurgus forbade his subjects to have any written laws, preferring to depend for their government upon the early cultivation of their manners. It is true that the pulpit, even when aided by the Sunday-school, may not succeed in giving our people good and proper behavior; and it is equally true that manuals of good behavior may not insure a prevalence of good morals; but both may be made to sustain each other in establishing these two great interests of society.

But in order to inculcate good manners we must begin early, at a period when the child's manners are naturally forming, and growing with its growth, and not wait till it has grown up to mature age, and fancies itself already a perfect gentleman or lady. No amount of training can supply the defect of ill-manners when they have once become fixed upon a person by neglect or misconception in youth. Formerly manners were taught in the bosom of the family as a matter of pride and decency, through the agencies of the *Westminster Catechism*, family devotions, strict observance of religious service on the Sabbath, and reverence for parents, sermons, and strangers; but under the crowd-like rush of the democratic spirit, the tendency is to turn over the training of youth to public schools, the family being too much engaged in politics, newspaper reading, money-getting, stife for social position, etc., to attend to it. The public school is the proper place to train children for supporting a democratic government; this school is exceedingly democratic in its character, the children of rich and poor meeting there on the same level, the rich paying the cost; and it is there that correct principles of good behavior, or in other words, of practical moral philosophy, should be systematically inculcated. There can be no rational objection to our public schools on account of any want of democratic character. When a class of men calling themselves democratic take their children out of these schools, it must be on the charge of defective training in morals or manners, or both.

There is no priestly mystery about what constitutes good manners, any more than there is about good morals. The long-established practice of the polite society of Christendom has rendered the laws of social intercourse as clear and intelligible as are the international laws which control in the affairs of Christian nations. What is needed for our democratic form of government is that these social laws should be codified and systematically taught in our public schools, where the teachers, generally speaking, need to become conversant with them as well as the pupils. Nothing could well be rawer or more unformed than American manners; and the want of proper attention to them is leading to a frightful state of demoralization. Almost every newspaper that one takes up gives abundant evidence of this fact; and school-children figure among the criminal items in due proportion to their numbers. The worse than savage habit of carrying concealed weapons takes Christian society back a long stride toward the days of the tomahawk and scalping-knife. When religious papers advertise first-rate pocket-pistols for sale, and deacons of the church sell them to boys, it is time that the church, or the school, or manuals of good manners, or some other agency should be brought in play to save us from lapsing into anarchy. Nothing could be more barbarous than the spirit inspired by the habit of carrying concealed weapons. If democratic government leads to that savagery, and furnishes no sufficient protection against it, the public-school resources ought to be tried for supplying the defect. The school might fail in that mission, it is true; but if it offers any defence against the licentious tendencies of free institutions, it would not be wise to leave it untried.

It is some eighteen years since we left the military service of the United States. The inefficiency of our political authorities appeared to us to be largely due to a want of early moral and social training, by which the country was being placed in a false position in the face of a great national duty, and which happened to bear with especial weight upon ourself. Since then, for the want of something to do, we have devoted no small part of our time and means to the subject of ameliorating our public-school manners. We have written and spoken much on the subject; have drawn up, published, and widely circulated a code of good behavior for beginning a systematic course of instruction in the same; and the chief result thus far has been to impress us deeply with the fact how very far below the level of public life and concern the average popular mind usually operates. We have met with some appreciative persons, of both sexes, among the leading educators of the country, who have given us aid and encouragement; but, generally speaking, the attitude of school authorities toward the measure has been that of apathy, indifference, inappreciation, or unenlightened hostility. Or at best they seem to be in accord with the views of *The Nation*, that "we have not yet reached a time when we can go to church to find out how we ought to 'behave in society,' nor when we can find the moral law between the covers of manuals of good manners." That good, yet far-off time may possibly come one of these days; or at least, the time *may* come when our morals and mannres may be improved; but neither *The Nation* nor the school authorities are to have anything to do with bringing it about. It is to come of itself, like a shower of meteors, or like the kingdom of heaven to the Pharisees, by observation and watching and waiting for its arrival! Such seems to be the impression.

WILLIAM DOWNS HENKLE.

BY PROF. M. C. STEVENS, PURDUE UNIV., IND.

Hon. W. D. Henkle, known from one end of our country to the other as a scholar and educator, died on the morning of Nov. 21, 1881, after an illness of about two weeks.

Mr. Henkle has been an active member of the National Teachers' Association since its organization in 1857, and since 1875 he has acted as its efficient secretary. His energy and zeal in raising money in order to enable the Association to publish its proceedings from year to year will long be remembered by many. It is believed that the following brief sketch of his life will be perused with interest by a large number of our readers.

William Downs Henkle was born at Springfield, O., Oct. 8, 1828. His father, Rev. Lemuel Henkle, a minister of the Gospel in connection with the Methodist Protestant denomination, died, while in charge of a church in Louisville, Ky., of small-pox, in 1835, leaving a wife with several children. The subject of this sketch was the only son. Soon after the death of the father the family removed to Springfield, O., where the mother, Mrs. Mary Downs Henkle, struggled hard to overcome the difficulties of poverty in rearing and educating her children, — a circumstance which Mr. Henkle neither vaunted nor concealed.

He attended the district school of his neighborhood till he was eleven years of age; then for a few years he remained out of school, but, in the meantime, acquiring a taste for knowledge. He then entered the public high school and made rapid progress. At sixteen he taught his own district school. While thus engaged, he rose before day and walked several miles to recite in French and German before entering upon the duties of the day. About this period of his life he prosecuted his studies at Wittenburgh College. He was not permitted, however, to continue his course at college to graduation. But a mind so active and so ready to acquire all kinds of knowledge, and at the same time possessing an unconquerable desire and love for it, could not fail to become more than an ordinary scholar.

Whatever subject might claim his attention, if he heard of any book treating the subject in a peculiar and thorough manner, he did not rest satisfied till he was the owner of a copy of it, and when he got it he did not let it lie on his table long till he was master of its contents. He thus, at an early age, commenced to buy books, even though he had to work hard in shoveling sand and driving teams, etc., in order to get money for that purpose. This habit of buying and mastering books continued with him during life, and at his death his private library numbers more than three thousand volumes, covering a wide range of subjects, many of which are rare and valuable. He possessed a retentive memory, and the rare gift of being able, as it were, to drink in the contents of a book almost at a glance. He, therefore, became very ready on almost every subject.

But it may almost be said that from the time he taught his first school at the age of sixteen, till the time of his death, he was engaged as an instructor, either as teacher, lecturer, superintendent, or editor. In 1847 he taught a subscription school of seventy scholars at Urbana, O. In 1848 he was principal of the Urbana Academy. In 1849 he was instrumental in causing the adoption of the Union School Law by Urbana, and became principal of their high school. In 1850 he was teacher of mathematics in Greenfield Seminary. He next associated himself with Mr. Robert Wilson, of Belfast College, Ireland, a man whose large experience, extensive learning, and great enthusiasm did much to inspire Mr. Henkle with a determination to make his own education more thorough and practical. In 1854 he became teacher of Greek and Latin in Greenmount Seminary, near Richmond, Ind. It was during his connection with that institution that he prepared his *University Algebra*, which was published in 1857. His *Elementary Algebra* appeared a few years later. Although these works bear the name of "Stoddard and Henkle," they were prepared entirely by Mr. Henkle.

In 1857 he acted as superintendent of the Richmond (Ind.) public schools. But Judge Perkins's decision, adverse to the constitutionality of the Indiana Union School Law, vacated his place, and he accepted the editorial management of the *Indiana School Journal* for one year. He then, in 1859, became teacher of mathematics in the Normal School at Lebanon, O. In 1862 and 1863 he was superintendent of the Lebanon public schools. In 1864 he removed to Salem, O., where he acted as superintendent of public schools till appointed, in 1869, by Gov. R. B. Hayes, as State School Commissioner, to fill the vacancy caused by the resignation of Mr. Norris. After remaining for two years at the head of the Ohio school system, at the earnest request of the Salem Board of Education he again accepted the position of superintendent of their schools, which position he held till 1875, when he retired from the work of the school-room to become proprietor and editor of the *Ohio Educational Monthly*, which, in connection with his previous publication, called *Notes and Queries*, he continued to conduct to the close of his life.

The extensive acquaintance of Mr. Henkle with the educators of the land, his full and accurate knowledge, his enthusiasm in his work, his visits and lectures at teachers' conventions, all brought him into marked prominence, and, in consequence, he had a very extensive correspondence with teachers and scholars on a great variety of subjects; and he was always generous, yet modest, in aiding others from his storehouse of learning." It was this correspondence that led him, in 1874, to establish *Notes and Queries*.

"Mr. Henkle's character was pure and manly. Few men had a nobler self-control. He was genial and witty, and yet free from egotism and blemishes of ambition. His life, his attainments, his success, his wide, noble fame in the ranks of one of the most honorable professions, are lessons to young men that poverty and early disadvantages are no hindrance to the success of the industrious, the patient, and brave. But honor and success can only be attained by thorough and long-sustained labor, coupled with an unblemished character."

Mr. Henkle, though dead, still lives in the hearts and minds of the thousands whom he has trained to work and think, and who can say of him, "Blessed are the dead who die in the Lord; they rest from their labors and their works do follow them."

VARIETIES.

— The man that hath no music in himself,
Nor is not mov'd with concord of sweet sounds,
Is fit for treason, stratagem and spoils. —*Ibid.*

— "Is your father a Christian?" said a gentleman to a little boy, on one occasion. "Yes, sir," said the little boy; "but I believe he has not worked much at it lately."

— The Buffalo *Commercial* says that "the conduct of the king of Ashantee in killing 200 young girls for the purpose of using their blood for mixing mortar for the repair of one of the state buildings will not meet with general approval."

— Life after all is a kindly affair;
Why is it stupid and not worth the living?
Striving and getting won't drive away care,—
Try giving.

Scowling and growling will make a man old;
Money and fame at the best are beguiling;
Don't be suspicious and selfish and cold,—
Try smiling.

Happiness stands like a maid at your gate;
Why should you think you will find her by roving?
Never was greater mistake than to hate,—
Try loving.

— They sat together in the lamp-light and read the advertising columns of their local paper, when he suddenly exclaimed, "Look, only $15 for a suit of clothes!" "Is it a wedding suit?" she asked. "Oh, no," he replied, "it is a business suit." "Well, I meant business," she replied. That settled it.

— A Sunday-school teacher in Jamaica Plain, finding a new scholar in her class, questioned him as to his religious knowledge thus: "Do you know anything about Jesus?" "Yes, I have heard of him." "Do you know whose son he was?" No answer. "Do you know who God is?" Still no answer. At this point his little friend said, "He don't know much about those things, teacher; he has just come from Cape Cod."

— He is well paid that iswell satisfied.
—*Merchant of Venice.*

— The selling-out of the Texas Pacific reminds that sweet-tempered and soft-spoken "bear," the *Wall Street News*, of the man who had a dog. He met a friend one day and said, "I have sold my dog for a thousand dollars!" "You have?" was the reply. "Did you get the money?" "Well, no; I didn't get the money, but I got two five-hundred-dollar pups for him."

— A Hartford Sunday-school boy gave his teacher this illustrative definition of "responsibility": "Boys has two buttons to their 'spenders so's to keep their pants up. When one button comes off, there's a good deal of responsibility on the other button."

— Dr. Hall says, pithily, that in England the people are divided into churchmen and dissenters, but that in America they are divided into churchmen and absenters.

— Sweet are the uses of adversity,
Which, like the toad, ugly and venomous,
Wears yet a precious jewel in his head:
And thus our life, exempt from public haunt,
Finds tongues in trees, books in the running brooks.
Sermons in stones, and good in everything.
—*As You Like It.*

CORRESPONDENCE, NOTES, AND QUERIES.

[The Editor is not responsible for opinions in THE JOURNAL except as expressed in the editorial columns, or over his signature. He cannot promise to return rejected MSS., or correspond with the writers. Correspondents should aim at brevity; the pressure on our columns imperatively demands it.]

HINTS AND METHODS.

TEACHING POLITENESS.

School boards in the South and West are following the example of that of St. Louis, in requiring teachers to instruct their pupils in "etiquette." We believe that a little instruction in what is commonly called etiquette would be both acceptable and useful to boys and girls. Many of them would be grateful for being told and shown what to do and how to do it. There is a *best* way of taking off the cap; let the boys know what that best way is. There is a best way of girls acknowledging and returning such an act of politeness; let them know what that best way is. An occasional lesson in table-manners would not be ill-bestowed in some of our schools. But the great lesson to be inculcated is, that people should *have* manners and use them. It is not necessary to salute the mayor, but it is grossly barbarous for members of the same household, or of the same class, to meet and part without *some* exchange of kindly and respectful greeting. The mere mode of doing this has its importance, but the thing indispensable is to do it. By all means let politeness be taught, both by precept and example; and, more than this, a good teacher should unconsciously give a lesson in this lovely art every time he speaks and every time he moves.—*Youths' Companion.*

TEACHING GEOGRAPHY.

Prof. W. H. Niles, of the Massachusetts Institute of Technology, says that geography should be taught mainly without books, except atlases. Globes are a valuable aid. Facts should be the first thing. Causes and relations should be deferred for a later course. In the first part of the elementary course, which may do for one term, definitions of objects, as mountains, seas, rivers, and bays, may be taught. Part second may be a teaching of characteristics of the notable individual mountains, etc. And so on. In rural districts, a small school may be taught a geographical lesson from the school-house windows. If this is impracticable, excursions may be planned for extra hours. For these the class should be divided, not more than ten going at once. The scholars may have a good time on the way, but, arrived at the place selected for the lesson, order and discipline should be inforced. Study from nature is worth more than study from books. The scholars may be told to observe different portions of the country about the school-house or village, so that collectively they can make a rough map of it. This will teach them habits of observation, and they will understand the use and object of maps. Free-hand map-drawing is an important portion of the study.

GENERAL PRINCIPLES.

(Selected from Bain's *Science of Education.*)

1. Restraints should be as few as the situation admits of.
2. Duties and offences should be definitely expressed, so as to be clearly understood.
3. Voluntary dispositions are to be trusted as far as they can go.
4. By organization and arrangement, the *occasions* of disorder are avoided.
5. The awe and influence of authority are maintained by a certain formality and state.
6. It is understood that authority, with all its appurtenances, exists for the benefit of the governed, and not as a perquisite of the governor.
7. The operation of mere vindictiveness should be curtailed to the uttermost.
8. The reasons for repression and discipline should, as far as possible, be made intelligible to those concerned, and should be referable solely to the general good.

GRAMMAR.

THE PRONOUN "WHAT," AGAIN.

I am somewhat surprised that no one of the "educators" has seen fit to notice "H. L. B.'s" communication on "The Relative *What.*" In the absence of such notice, please allow me, Mr. Editor, to call attention to two or three of his points. To begin with, he thinks that the common way of disposing of *what* is "a shirking of the real question involved"; and adds, "if one word can be changed into something else for the convenience of the grammarian, why not another?" I might answer by saying that very few words are used in just the way that *what*, is,—as a substitute, very evidently, for two or more words. But let that pass.

"H. L. B." proceeds: "Let us treat the pronoun *who* in like manner. Take the sentence, 'Who steals my purse, steals trash.' *Who*, let the pupil be taught, is a compound relative pronoun, equivalent to *he that.*" Is "H. L. B." really in earnest in this suggested treatment of *who?* If *who* can be equivalent to *he that*, it must also be equivalent to *he who*, since "that is a relative when *who* or *which* can be substituted for it." Hence, *who* is equivalent to itself, and a personal pronoun besides. This is more than "the common practice" claims for *what*, — a much more comprehensive word. In the Shakespearean line above quoted, the antecedent *he*,—or *any one*,—is clearly understood, being omitted, by poetic license, for the sake of the meter; just as in the second line beyond, "But he that filches from me my good name," the antecedent, *he* is expressed, and for the same reason. Other poetical illustrations might be quoted. Take the passage in Young's *Night Thoughts*, beginning,—

> "Are there who wrap the world so close about them
> They see no further than the clouds?"

—where, in the space of twenty-one lines, *who* is used not less than eight times, and the antecedent is omitted every time, since it can be readily supplied, and the meter requires its omission. To teach that *who*, in each of these cases, is equivalent to *those that*, or,—what is the same thing,—*those who*, is faulty in the extreme, to say nothing severer about it.

Again, "H. L. B." says: "Pupils have been taught that a word of the simplest imaginable form is compound, and that it not only has a meaning of its own, but is itself, *plus* something else." *When?* I ask. Certainly not by "the common practice of disposing of the relative *what*," for this practice substitutes other words for *what*, and not *what itself.* But I quote again: "The simple truth is this: *what* is an *indefinite* relative pronoun; its antecedent is *never* expressed,"—for the very good reason, let me add, that it is involved in *what itself.* I quote still further: "Take, for instance, the sentence, 'Tell me what he said'; *what* is an indefinite, relative pronoun, object of *said.* Its antecedent is the . . . omitted direct object of the verb *tell.* Will "H. L. B." please let us know what this "omitted direct object" *is*, and insert it in the following sentence in the indicated gap, "Tell me . . . what he said," so that we may *see* to what *what* relates.

Once more, "H. L. B." says: "I never heard of a teacher's requiring or encouraging his pupils to say or believe that any relative was equivalent to itself and its antecedent." Neither did I, and those who parse *what* as equivalent to *that which* neither require nor encourage any such thing, as I think I have clearly shown above. The one coming nearest to this is "H. L. B." himself, when, as above quoted, he says, "*Who*, let the pupil be taught, is . . . equivalent to *he that.*"

In conclusion, allow me to say, Mr. Editor, that "H. L. B." is unfortunate in his selection of an illustration, as *who* is a simple pronoun, while *what* is a compound one. Take the two sentences, "I know *whom* you want," and "I know *what* you want." In the first, if the antecedent be supplied, "I know *him* whom you want," the *whom* remains simply *whom*; while in the second, the antecedent is involved in the compound *what*, which appears in the form of *that which*, or, in other words, contains both antecedent and relative; and it strikes me that the "indefinite" way of disposing of *what*, suggested by "H. L. B." is "a shirking of the real question involved."

"W. S. H.," in an article suggested by "H. L. B.'s" communication, says: "There are several things disposed of so nicely in Latin grammar, that it has always been a wonder to me why they should be awkward in English. Would it *be* incorrect to bring into use in English grammar what is true in Latin?" The same wonder occurred to me years ago, and, *grammatically* correct or not, I have long been in the habit of disposing of the *object* before the English *infinitive*, in the way suggested. In the sentence quoted, I would call *report* objective case, subject of *to be true*; while *found* has, for its complete object, *the report to be true.* "W. S. H." asks, "Why could we not call *what* an indefinite relative, as we do in Latin?" Will "W. S. H." please quote a Latin sentence to illustrate his question, and oblige C. R. B.

P. S. Since writing the above, I learn, from THE JOURNAL, that Miss Phillips takes exception to my views of *what.* Well, it is what I expected, as my views are not infallible. And yet Miss P. "cannot agree with Brown or with Kerl in all their opinions and theories." She thus confirms my statement, namely, that grammarians are quite apt to disagree, and are, therefore, not always infallible. She seems to have an "opinion" of her own, and I will pay her the compliment of believing that it is just as correct as is Brown's or Kerl's. What she says of the word *compound* is worthy of consideration; and yet her question, "How, then, can *what* be a *compound* pronoun, because 'it is an equivalent of that which'?" gives me leave to answer, "Just as *air* can be a *compound* fluid, because it is equivalent to two gases, oxygen and nitrogen, while it differs in character from either element. I am glad that my brief answer to the original question is at last stirring up the "educators," and I think there is a good prospect of our finding out what's *what.* B.

WHAT THEY SAY.

The UNRIVALLED ATLAS will prove of great value to every teacher and every student. Its *thirty-three maps* are clear and perspicuous. They appear also to be unusually accurate. The important changes which have taken place, especially in Europe, in the boundaries of countries, are here faithfully delineated.

But a feature of special value is the extensive *index* covering *thirty-six* large quarto pages, giving the name of every place on the maps, more than twenty thousand in number, and noting the number of the map where the place is indicated, with the latitude and longitude. I hope this atlas will have an extended sale.

Providence, Dec. 5, 1881. WILLIAM A. MOWRY.

QUERIES AND ANSWERS.

No. 191. Will THE JOURNAL give to teachers some hints as to the tracks of steamers crossing the Atlantic to English ports?

Ans.—The best geographies give the routes of steamers from New York to Liverpool, but the tracks of different lines of steamers are not the same, as there are no compulsory routes on the North Atlantic. Writing of this topic in the first number of *The Century Magazine*, Captain Horatio McKay, of the Cunard line, points out the dangers of collision at sea, and suggests a means of prevention, as follows:

"In brief, let us have a westward and an eastward track or line, laid down for and enforced upon all steamers sailing between the United States and Great Britain. The westward track crossing the meridian 50° west at 42″ 40′ north. The eastward track crossing the meridian of 50° west at 40″ 40′ north; thus making the maximum distance apart of the tracks or lanes 120 miles. Steamers from the St. Lawrence *via* the North Channel to keep north of the westward track to the United States. Steamers from the United States, by way of the North Channel, to keep north of the westward track.

"It will be seen that the English Channel westerly, and the St. George's easterly tracks cross each other; again, the easterly track from Boston crosses the westerly tracks to the more southern ports, while the Philadelphia and Baltimore westerly tracks cross the New York easterly tracks.

"There has been and is, no practical way of escape from these crossings, but, with the knowledge of almost the exact place of crossing, we may hope that the present risk will be somewhat lessened. It is in the neighborhood of the Banks, and thence toward New York, where fogs are so generally prevalent, that we dread the meeting of steamers; and I maintain that, by adopting the proposed tracks, the chances of such meetings would seldom occur. Eastward of the Banks, in the winter season, steamers would, as heretofore, occasionally get considerably out of their tracks by hauling to, or running before the wind during a heavy gale."

No. 193. Where can the following lines be found:

> "But evil is wrought by want of thought
> As well as want of heart.

Ans.—The lines are a part of the last stanza but one of Hood's "Lady's Dream." The whole stanza reads:

> "The wounds I might have healed!
> The human sorrow and smart!
> And yet it never was in my soul
> To play so ill a part;
> But evil is wrought by want of thought
> As well as want of heart."

No. 166. A ship's rudder is a lever of the *first* kind; the fulcrum being evidently between the power and resistance.

E. T. Q.

LITERARY ECLIPSES.

[This department of THE JOURNAL is under the charge of W. H. EASTMAN, *Auburn, Me.*, to whom all communications relating thereto should be addressed. Solutions to the following, also good original puzzles for publication, are solicited. *Answers in two weeks.*]

LITERARY ENIGMA: 59 LETTERS.

My 32, 40, 43, 49, 50, 44, 12, 23, 39, 46, 17, 18, one of Spenser's best productions.

My 35, 19, 42, 12, 53, 51, one of Shakespeare's tragedies.

My 9, 8, 47, 56, 48, 44, 4, 34, 21, 44, 24, 7, 26, 58, 57, a drama by Milton.

My 6, 59, 30, 31, 23, 10, 44, 42, 55, 44, one of Pope's essays.

My 2, 52, 6, 13, 27, 59, 5, a poem by Cowper.

My 14, 22, 53, 25, 16, 22, 38, 45, 34, an ode by Wordsworth.

My 1, 49, 43, 44, 35, 37, 40, one of Scott's greatest novels.

My 26, 55, 20, 39, 58, 3, 4, 12, 28, a prose work by Coleridge.

My 15, 43, 11, 41, one of Tennyson's poems.

My 3, 10, 31, 54, 37, 11, 36, 29, a production by Burns.

My 27, 22, 43, 47, 20, 40, 22, 53, George Eliot's best production.

My 58, 39, 33, 55, the assumed name of Charles Lamb.

The whole is an extract from Mrs. Browning's *Aurora Leigh.*

P. C. A.

PROGRESSIVE WORD-SQUARE.

1. To conceal.
2. A thought.
3. Highly valued.
4. Parts of the body.

LITTLE MAY.

SENTENCE CHARADE.

My first is verity; my second is a connective; my third is benefit; my fourth is an auxiliary verb; my fifth is a unit; my whole is a familiar quotation. BELLE GORDON.

ANSWERS TO PUZZLES OF DEC. 1.

ENIGMA.—"If I had such soldiers as these, how easily could I conquer the world!"

BURIED CITIES AND RIVERS.—1. Aden, a city on the Gulf of Aden. 2. Indus, a river in Asia. 3. Hue, a city in southeastern Asia. 4. Bombay, in India. 5. Canton, in China. 6. Lubec, in Germany. 7. Ebro, a Spanish river. 8. Don, a Russian river. 9. Save, an Austrian river. 10. Perth, in Australia.

DROP-LETTER PUZZLE.—

> The springs shoot forth each spring, and shoots
> Shoot forward, one and all;
> Though summer kills the flowers, it leaves
> The leaves to fall in fall.

— John C. Kimball, Sharon, Vt., sends solutions to *Enigmas* of Nov. 10 and 17.

PRIZE.—A copy of "Livingstone" is offered for the best original puzzle sent to this department during December.

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All letters relating to subscriptions should be addressed to HIRAM ORCUTT, Manager of Subscription Department, 16 Hawley Street, Boston.

All letters relating to advertising should be addressed to WM. E. SHELDON, Manager of Advertising Department, 16 Hawley Street, Boston.

THE annual meeting of the Massachusetts Teachers' Association will be held at Boston, Dec. 29, 30, and 31.

The next annual meeting of the California State Teachers' Association will be held in San Francisco on Tuesday, Wednesday, and Thursday, Dec. 27, 28, and 29.

The annual meeting of the New Hampshire Teachers' Association will be held at Portsmouth, Dec. 21, 22, and 23.

The State Educational Association of Maine will hold its annual meeting at Biddeford, Dec. 29, 30, and 31.

The annual meeting of the Indiana State Teachers' Association will be held in Indianapolis, Dec. 27, 28, and 29.

The County Superintendents of Illinois will hold their next meeting at Springfield, Dec. 26 and 27.

The Middle Georgia Teachers' Association will be held at Sparta, Dec. 22 and 23.

The Mississippi State Teachers' Association will be held Dec. 27.

The Colorado State Teachers' Association will be held at Colorado Springs, Dec. 28, 29, and 30.

The next meeting of the Ohio State Board of Examiners will be held at Columbus, Dec. 27, and continue until the work is completed.

REV. DR. MAYO, of our editorial staff, has left for the South, on a tour of school inspection and lectures before teachers and people. The enthusiastic reception given him last winter in the Mississippi Valley, in his tour from Louisville to New Orleans, thence through Texas, and home *via* Atlanta, has led his friends at the North, assisted by the Am. Miss. Assoc. and the Agent of the Peabody Fund, to send him out on a similar work this winter through the Atlantic and Gulf States. Dr. Mayo will visit Baltimore, spend a few days in Washington, and then proceed southward to Charleston *via* Richmond, Raleigh, Wilmington, and Columbia, stopping at such centers of population and institutions as may especially need his services. He will visit schools, hold conferences with the friends of education, address teachers at conventions, institutes, etc., and speak to the people as occasion may be given. Wherever Dr. Mayo's reputation has preceded him, he will receive a cordial reception; and where he is not so well known, but little time will elapse before the people will find that there is an intelligent, earnest, warm-hearted, eloquent friend in their midst.

A DISTINGUISHED lawyer recently told us that a large portion of the failures in business that came under his observation were the result of an inability to comprehend figures or meet the exigencies of the complex book-keeping required in a metropolitan counting-room. Our lawyer was an old schoolmaster, and had tested the good old ways of teaching mathematics to its bitter end of bankruptcy in the business of life. The day before, we sat out a superintendent's lessons to his primary teachers on the first year's work in numbers. With the lawyer's commentary, that lesson stands out an orb of light amid the confusion that the regulation instruction in arithmetic has been through generations in the past. Nowhere is slavery to words and signs and formal rules so fatal as in the elementary teaching of numbers. It is possible, with a little help from good mathematical capacity, to carry a child through text-book arithmetic, working everything according to rule and marking ninety on book-examination, when the poor youth is as helpless in dealing with numbers and handling the business side of mathematics as the amateur swimmer, minus his life-preserver, in mid-sea. The only help for this fatal weakness that works such disaster in the counting-room is to take the child, at first, to things; to learn through the senses the relations of numbers, so that when he comes into the world of figures and rules he may know where he stands. If arithmetic can be taught by the natural method, our young clerks will be able to take it as it comes in actual life, and not be found beating their brows in despair, trying, in vain, to bring the ledger in line with the rules of the text-book.

THE annual meeting of the American Missionary Association, held at Worcester, Mass., on the first three days of November, was a cheerful occasion, especially for the faithful people of this connection who have at heart the education of our freedmen at the South. Within the past year the fifty-four schools supported by this body, at a yearly expense of more than $500,000, have been greatly favored. Mrs. Valeria Stone has given to several of the larger schools the sum of $150,000, chiefly for enlargement of buildings and the partial endowment of Howard University and Berea College. Several of the Southern State and municipal governments now coöperate by gifts of money in this educational work, and the good feeling concerning it is rapidly increasing in all quarters. Hampton and Berea have already virtually outgrown the necessity of missionary nursing, and appeal, with confidence, to the general public for support. Of these schools, eight have an organized collegiate department, and in several there is distinct provision made for provisional and pedagogic instruction, with a growing interest in domestic, agricultural, and mechanical training. Forty-six of the schools stand in the place of the graded common system, and, in some cases, are the best schools of any description in their respective communities. There are 330 teachers employed. The number of students is 9,108, of whom 91 are collegiate, and 124 studying theology and law. Several of these schools are working in connection with a useful church, and in all a devoted spirit of Christian discipline is a marked feature.

The growth not specially reported is, perhaps, even more significant. We find in all these schools, as well as those under the direction of other Northern churches, a hopeful spirit of inquiry concerning improved methods of instruction, and a sincere wish to secure the most thorough work at the foundations in dealing with pupils in the elementary course. The natural methods of instruction almost seem to have been created for these children and youth, the descendants of a people whose whole training has been in the great university of all out-doors, and who must be approached through the avenues already opened by this peculiar experience. In several of these schools, a commanding place is given to Didactics and the preparation of teachers; and in all are found not only thorough instructors in the academical department but also skillful teachers of the beginners. It is evidently the intention of the Board of Management to make these schools models for the general training of the colored people. Of course, the time is coming when it will not be necessary to do so much elementary work, and these institutions must ultimately become largely collegiate, professional, normal, industrial, and higher academical seminaries for the freedmen. When we consider that this splendid enterprise is but one of several under the direction of the religious bodies of the North; that every Southern State, except three, apportions the common-school fund per capita; that, last year, Southern tax-payers paid $4,000,000 to educate 700,000 colored children in 14,000 public schools, he may take courage for a good time that is sure to come.

THE State authorities of Maryland are doing a good thing in bringing the old county academies into line with the new system of common-school instruction. For many years these schools have received a yearly subsidy of some twelve hundred dollars, by which, under the old *régime*, they were able to do their work. Now, in many cases, they have been changed to public high-schools, wholly or largely free, receiving the State aid and giving their property into public control. The same practice has obtained in New England, and many of the old academies have blossomed into a larger life than ever, becoming free academies, accessible to all. This transformation is of special interest in all our Southern States, where the money available for the secondary education is limited. The gentlemen of wealth and influence through these States who denounce the free high-school as an assault on property and a public outrage, do not reflect that in thousands of their communities the only practicable way of providing a good secondary school is through a public organization. To leave it to private charge is to break up one good school into a dozen little groups, representing rival churches, classes, and families, taught by half-starved teachers, off in a corner. We repeatedly visit towns of five thousand, sometimes cities of twenty thousand people, where there is no superior school that satisfies anybody, and a dozen sets of people are trying to push a little pony academy, each protesting that its children shall never, never ride in the omnibus with the common herd. It is all well enough for a fine young fellow, in long stockings and buckskin breeches, to take a turn on the pavement astride of a five hundred-dollar bicycle before the admiring gaze of his young lady friends meandering in range of his performance. But when Mr. Adolphus goes out as an agent to his father's mine in Colorado, he is glad to take the railroad train that pulls everything, from a prince to a pork-barrel. The secondary education of American youth is a matter of too great importance to be fought over in the petty way by which it is slaughtered in many a community which, by the exercise of ordinary sense and Christian good feeling, might educate all who come without oppression to any.

THE people of the North cannot appreciate the real educational condition and needs of the South, and the efforts that her people are making to carry on a system of free schools, without careful study and personal observation. We think we have sore trials in the proper support of the schools in our communities, where wealth abounds, where all of the traditions are in favor of the public school, and where the extra expense growing out of separate schools for white and colored children is not incurred. But in the South the struggle is truly heroic, for the great body of her best citizens are sworn to the establishment of the best school system that can be secured in their weak and impoverished condition. The city of Charleston is a remarkable example of courage, determination, and intelligent zeal for the education of her youth, and Mayor Courtenay shows great wisdom

and patriotism in his constant efforts to raise the standard of education in that city. As we well know, Charleston suffered terribly during the war. The assessed values in the city of Charleston in 1860 were $45,000,000, and in 1880, $21,000,000,—a reduction of more than one-half of taxable values, in the face of an obligation to educate more than double the number of children!

"*This heavy load,*" says Mayor Courtenay, "*has been assumed up to the highest pitch of taxation, however, as the facts show. The taxation in the city of Charleston in* 1880, *for public schools, was three and one-half mills, made up of a levy of two mills under the State law, one and one-quarter mills under the special city tax, and one-quarter mill special levy for rebuilding the Friend street school,—in all amounting to* $61,000 *a year for public schools. And this is exclusive of annual appropriations to the high school of Charleston and College of Charleston. How much above a maximum this taxation is, and what a burden it is, is evident by comparison. For instance, compare this taxation with the city of Boston, whose schools are models, and whose people have the world-wide reputation of giving liberally for educational institutions, and we find that the city of Boston gives a total of two and a half mills in* 1880 *for a complete public-school establishment of seven high schools, two Latin schools, one normal school, forty-nine grammar schools, and four hundred and eight primary schools. The city of Charleston gives, in proportion, nearly half as much again as Boston for her primary public schools alone, and gives, in addition, annual appropriations to the high school and Charleston College.*

"*We must remember, also, that this is done, too, by our people under a very heavy debt of the city, the interest of which requires ten mills of annual taxation. Again, consider that, beside the State tax, the total tax of Charleston city is two and one-quarter per cent., while that of Boston is only one and one-quarter per cent.*"

What is true of Charleston is true, to a greater or less extent, of the whole South. With heavy debts to burden them, with double the children to educate than formerly, with limited school accommodations and teachers, the South has a good right to make an appeal to the North and to the National Government for aid in her extremity. The national perils threatened by illiteracy call for measures of deliverance from national sources, and we cannot believe that the present Congress will allow the winter to pass without passing some bill of relief for a people who are bravely struggling, with true devotion to our national interests, to build up a community of States on the enduring basis of intelligence and virtue.

A NEW DEPARTURE.

INCREASED SIZE OF *THE JOURNAL.*

In addition to the increase of our contributors' force, and the introduction of new and valuable features in the make-up of THE JOURNAL for 1882, we are compelled to increase the size of our paper to admit the variety and amount of matter which we have promised to our readers. On and after January 1, 1882, THE JOURNAL will be published on paper the size of *Harpers' Weekly*, an increase which will equal the addition of nearly two pages of printed matter, making fully *eighteen pages* of the present size. This added space will enable us to give more room for the departments which are now so severely crowded, and will also give the opportunity to introduce our long needed

DEPARTMENT OF METHODS,

to which such able and practical writers as John Swett, of California; J. H. Hoose, of New York; D. B. Hagar, of Salem, Mass.; J. C. Greenough, of Rhode Island; Mrs. A. J. Rickoff, of Ohio; Miss Grace Bibb, of Missouri; Miss Guernsey, of Vermont, and many others will contribute.

With the increasing circulation of THE JOURNAL, its increased size, the added value of its contents, the warm support of all our friends, we may expect such an increase of circulation as we have never had before. Each subscriber will do a favor to us and the cause, by telling these and other facts, as announced, to their friends among teachers and parents and school officers. With the grand support of the best teachers of the country, we shall hope to push on the advance of the educational column throughout the land.

TEACHERS' INSTITUTES.

To New York belongs the credit of first instituting meetings for the temporary instruction of teachers. Massachusetts was not long in seeing the advantage of these meetings. The first in this State were held by Horace Mann, then secretary of the Board of Education, and generally lasted from five to ten days. The teachers of the schools in the vicinity of the institute were invited, and were requested to bring the reading-books in use in their schools, with other appliances for class-work. The institute was treated as a school, and exercises in the ordinary branches taught were conducted by instructors selected for their ability in special branches. Among these were Wm. B. Fowle, Dr. Lowell Mason, Prof. S. S. Greene, Prof. Wm. Russell, Louis Agassiz, Prof. Guyot, David P. Colburn, Gen. H. K. Oliver, and Secretary Mann, the last taking an active part especially in the training of the teachers in physiology. One important subject at that time was to instruct the teachers in the branches taught.

Institutes have become common in all parts of the country. A large corps of teachers is employed in conducting and in teaching them. In Massachusetts the method and aim of the institutes has changed with circumstances; the length of time has been much shortened, most institutes being now held for but two days, a few for a single day only. The plan of work is more general; the principles of teaching are discussed; a course of studies is recommended; the topics of the several branches taught in the schools are presented in the order of their dependence; a method of teaching is shown and recommended; and a few topics are taught to illustrate the method. Among the branches at present proposed for the intermediate or grammar schools, in addition to those ordinarily taught, are the elements of botany, mineralogy, physics, and chemistry; hence these receive a share of attention.

The causes which have modified the institutes as to their length, are the inconvenience to the schools of an interruption for several days; the difficulty of finding places where the people can give entertainment for so long a time; and, finally, the advancement of the qualifications in the teachers. It is assumed that, with our high schools accessible to nine-tenths of all our pupils, with our excellent normal schools, and with the training schools multiplying in the cities and large towns of the State, those who are employed as teachers are likely to be well instructed in the branches they are to teach; that what they especially need is encouragement and stimulation,—hints, and not specific directions on the details of what they are to teach. The large majority of teachers warrant this assumption, and those who cannot profit by the more general methods of the institute cannot be trained to teach in a ten-days' institute.

Of the institutes in Massachusetts, twenty-one have been held during the current year, four for one day each; the remaining seventeen each for two days. The number of teachers in attendance upon all has exceeded two thousand. In addition to this number, there has been a much larger attendance of school officers than at any time in recent years. Judging from the interest shown by the large attendance, and the excellent attention given to the exercises presented in the institutes, it is evident that these meetings are fully appreciated by the teachers. As at present conducted, they are doing more than ever before to direct attention to philosophical methods of teaching. They have undoubtedly done much to occasion and direct the spirit of inquiry for natural methods, never before so active as at present among the teachers and school officers of the Commonwealth. Several institutes held this fall have been attended by all the teachers employed in the towns invited, and by most of the members of the School Boards.

DRIFT.

— A certain portion of the municipal fathers of Boston, instigated by a laudable desire to carry about our Athens in their trousers' pocket, have concocted a clever project to abolish the present school committee and place the entire public-school interests of the city in the hands of a commission of five persons, appointed by the city council, which shall have supreme control over the public schools of the city. Of course, the good people of Boston have not yet responded to this modest demand, which is only another form of passing over the crank of the educational machine into the hands of a ring of ward politicians, advised by Mr. Benj. F. Butler and good Archbishop Williams.

— An education for the masses that centers on ready reckoning naturally runs into the blind alley of a class-training of the industrial sort, whose end is a serviceable plowman, cook, seamstress, or servant. No doubt ready reckoning and competent labor are absolutely essential to social progress as well as material success. But the first thing in order with every American child is that moral and mental awakening and direction which gives to the Republic another citizen, male or female, competent not only to keep out of the poor-house, but to be the father or mother of sovereign citizens, and, greater than president, the maker of public men and the yearly creator of the Nation. To forget this is the most dangerous lapse of memory in the education of any child.

— Dr. W. T. Harris gave the third of his series of lectures on the history of education, in Boston, last Saturday. His topic was, "Education in Greece, Rome, and in the Early Christian Times and the Middle Ages." He said that the Greeks developed individuality in its more concrete form, and it was carried to its utmost extreme in the matter of individuality of beauty. The Roman was careless of beauty, the pose of his body, etc., but strove to preserve the form of his individual will. The Æolians developed music,—not merely harmony of tones, but whatever is presided over by the Muses. The Greeks, in their early history, paid chief attention to the cultivation of the body, the Olympian games standing out as a type of the education. While the Spartan education reverted to Orientalism, the Athenians went forward, finally taking refuge in stoicism and epicureanism. He said that the Roman idea was to bring different nationalities together, and yet allow the personal individuality. The use of the arch in architecture which they made was spoken of as involving the same principle; each stone in the arch assisted in supporting all the others, and was in turn supported by them. The arch led to the construction of the dome, which was followed by the building of the Pantheon. In speaking of the influences surrounding children, he said that as the Greek child was taken from the family at the age of seven years, while the Roman child remained in the family until it was fifteen years old, the Roman mother had more influence in forming the character of her child. In closing, he referred briefly to the influence of the Roman, Greek, and Protestant churches.

The concluding lecture will be given at three o'clock next Saturday. The subject is "Education in Europe and America in Modern Times."

NEW HAMPSHIRE TEACHERS' ASSOCIATION.

The New Hampshire State Teachers' Assoc. will hold its twenty-eighth annual meeting at the Franklin Opera House, Portsmouth, Dec. 21, 22, and 23. The following is the program:

Wednesday, December 21.

Organization. Appointment of Committees.
"Number Work." Miss Ellen M. Reed, Normal School, Plymouth.
Class Exercise in Number. Miss Susie M. Cate, Normal School, Plymouth. Discussion.
Address of Welcome. Chas. W. Gardner, Board of Ed., Portsmouth.
"Methods of Instruction in the Chandler Scientific Department of Dartmouth College." Prof. E. R. Ruggles, Hanover.

Thursday, December 22.

"How to Teach the Multiplication Table." George E. Gay, English and Classical School, Concord.
"History." H. P. Warren, Principal of State Normal School, Plymouth. Discussion opened by Hon. T. W. Bicknell, of the JOURNAL OF EDUCATION, Boston, Mass.
"Arithmetic: Methods New and Old." G. C. Fisher, Superintendent of Public Schools, Dover.
Business Meeting.
"Arithmetic in Grammar Schools." E. C. Stimson, Master Jones Grammar School, Portsmouth. Discussion opened by Frank S. Sutcliffe, Master Piscataquog Grammar School, Manchester.
"Notation, Numeration, Longitude and Time, and Fractions." M. A. Bailey, Master High School, Keene. Discussion opened by E. C. Burbeck, Master Mt. Pleasant Grammar School, Nashua.
"Methods of Teaching Physics and Chemistry." Prof. I. J. Osbun, Normal School, Salem, Mass.

Friday, December 23.

"Methods of Teaching Geometry." G. I. Hopkins, Sub-Master High School, Manchester. Discussion opened by Isaac Walker, Principal Pembroke Academy.
"Arithmetic in the High School." C. E. Hussey, Master High School, Rochester. Discussion.
"Methods of Teaching Percentage." Elliot Whipple, Principal McGaw Normal Institute, Reed's Ferry. Discussion opened by H. S. Cowell, Principal Francestown Academy.
Business Meeting.
"The Use of Illustrative Apparatus in our Schools." E. J. Goodwin, Master High School, Portsmouth. Discussion.
"Interest." E. P. Sherburne, Master Franklin St. Grammar School, Manchester. Discussion.
"Methods of Teaching Algebra." Prof. E. T. Quimby, Hanover, of the U. S. Coast Survey. Discussion opened by Prof. A. S. Hardy, Dartmouth College.
Address: "Manhood." Hon J. W. Patterson, Hanover, State Supt. of Public Instruction.

The officers of the Assoc. are: *President*, E. B. Powers, Nashua. *Secretaries*, E. J. Goodwin, C. E. Buzzell, Portsmouth. *Treasurer*, Elliot Whipple, Reed's Ferry.

NEW PUBLICATIONS.

THE THEORY OF PREACHING. Lectures on Homiletics. By Prof. Austin Phelps, D.D., late Bartlett professor of Sacred Rhetoric in Andover Theological Seminary. New York: Charles Scribner's Sons. 600 pages.

For thirty-one years Professor Phelps was the lecturer at Andover upon the Theory of Preaching, having had upward of twelve hundred students for the ministry under his instruction, and this volume is the result of his development of the subject through these many years. It is a work of great scientific accuracy, if we may so speak of a "theory," and it is enlivened by fresh illustrations and racy experiences. Great as was the influence of the lectures as delivered, the volume must do as great good, carrying, as it does, all the logic and charm of the matter to multitudes who never heard them, and, what is of infinitely greater moment, it carries the advice to clergymen when it will do them a real service; *i. e.*, when they are in the work, since no man can get the best aid from such theories until he needs it and can apply it. No clergyman can read this volume without being more manly, more logical, more eloquent, more fervent. Every congregation ought to make their pastor a Christmas present of it, for their good as well as his.

DR. GILBERT'S DAUGHTERS. A Story for Girls. By Margaret Harriet Mathews. Philadelphia: Porter & Coates. 12mo, cloth; price, $1.50.

This is a book of sound common sense embodied in a good story. It has nothing of the flimsy nonsense too frequently found in "books for girls." It shows much care on the part of the author, in presenting her characters and incidents for a worthy purpose, as though it was written to do *good* as well as interest "girls." It is a book that will not be misplaced if found in the hands of mature readers. It is true that Miss Mathews's boys and girls are natural; they are not all cast in one mold, but have real individual characters, the same as they possess in the outside world. Every intelligent girl, and for that matter, every wide-awake, pure-minded boy will enjoy reading the book. It is well illustrated, and neatly printed and bound.

SPARKS FROM A GEOLOGIST'S HAMMER. By Alexander Winchell, LL.D., author of *Pre-Adamites*, etc., and professor of Geology and Palæontology in the University of Michigan. Chicago: S. C. Griggs & Co. Price, $2 00.

The plan and scope of this valuable work upon geological science consists of descriptions, essays, and discussions suited to aid the students of this subject to proper ideas of the nature, relations, and significance of the things around him. The author takes a many-sided view of his study of science, and treats it from Æsthetical, Chronological, Climatic, Historical, and Philosophical standpoints. He takes his readers among the Alps, visits Mont Blanc, makes the ascent, examines the Mer de Glace and other glaciers, and discourses eloquently of The Beautiful. This portion of his book cannot be too highly praised. We seem to live over again our own indescribable emotions as we recall this journey, which constitutes an epoch in a lifetime of any lover of nature's sublime views. Mr. Winchell's chapters on "The Old Age of Continents," "Obliterated Continents," "A Grasp of Geologic Time," "Geologic Seasons," are packed with solid, scientific information, presented in a style calculated to fix the interest of the ordinary reader, and thrill the student who loves to read the history of the world from the book of nature. The portions of this work devoted to historical and philosophical considerations are alike valuable and interesting. His aim is not to impair the authority of science, but to rationalize it and purge it of empiricism and dogmatism. Mr. Winchell swings his "hammer" with telling effect, and the "sparks" are such as will kindle fires of enthusiasm in many inquiring minds. The book is embellished with twenty striking and well-executed illustrations. The publishers have maintained their reputation as among the most painstaking bookmakers in America, in the preparation of this work; letter-press, paper, and binding being of the best character and quality. Every lover of scientific knowledge, be he student or general reader, will find a "feast of good things" in this volume.

BOOKS AND READING; *or, What Books Shall I Read, and How Shall I Read Them?* By Noah Porter, D.D., LL.D., president of Yale College. New York: Charles Scribner's Son's. 454 pages; price, $2 00.

This admirable volume, which was first presented to the public in 1870, is the outgrowth of a lecture which was written several years ago, and has been delivered in various places with excellent results. This edition is especially timely, when so much is said and done with reference to the reading of the young, and when teachers and parents are unusually alive to the importance of giving wise direction to their own reading and that of their children. Dr. Porter has done a noble work in presenting so full, clear, and interesting a discussion of this important subject. Every chapter is crowded with argument and suggestion, and the work should be the first to go into the home and the school as a guide in choosing what books shall follow. The Appendix contains quite a complete catalogue of Best Books for the Library, prepared by James M. Hubbard, Esq., late of the Boston Public Library. Mr. Hubbard's acquaintance with books, and his peculiarly sound views as to the choice of books, has secured a list for the reader which is without exception the best of the kind ever presented to the public. It covers more than one hundred general subjects, occupying forty pages, and includes more than 1,000 titles. Those seeking direction and advice on this most interesting subject should possess and read President Porter's excellent work.

HANDBOOK TO ACCOMPANY HOUGHTON'S CONSPECTUS OF POLITICAL HISTORY AND THE FEDERAL GOVERNMENT. By John Dunlap, A.M. New York: Arthur V. Wiltsie. Price, $1.00.

This handbook is adapted to both the chart and book-form of the well-known Houghton's Conspectus, and follows the order of the chart and the chronological order of events. It is convenient to both teacher and pupil, economizing the time of the one, and guiding the other by furnishing a systematic order of study by means of a series of questions which direct his attention to the detailed facts. The arrangement is admirable for school-room use, each section being divided into brief lessons. Valuable biographical notices of persons prominent in the political history of the United States are given. We regard this Conspectus as one of the most important auxiliaries in teaching our national history that has ever been furnished, and the Handbook makes it still more convenient and practicable in the schools.

MANUAL OF OBJECT-TEACHING. With Illustrative Lessons in Methods and the Science of Education. By N. A. Calkins, author of *Primary Object-Lessons*, *Phonic Charts*, and *School and Family Charts*, etc. New York: Harper & Brothers.

This new work, by Mr. Calkins, is an exceedingly valuable and timely contribution to the educational helps for teachers. More than twenty years ago he prepared his work entitled *Primary Object-Lessons*, which has been one of the best guides for primary teachers they have ever had. Its methods of elementary training have stood the test of actual trial and the severest criticism, and are now accepted, in the main, by all educators of note as correct in theory, and they have been generally adopted with slight modifications,—to suit, the ideas of special teachers. This new work embraces the same general plan of instruction as did the former one, but extends over a broader field, and introduces a greater variety of available means for developing the capacities of pupils, by the use of *methods*, based upon the sound principle that instruction must begin with actual inspection, and not with verbal description of things. Mr. Calkins ably presents those modes that are in harmony with the natural methods of obtaining knowledge. He constantly recognizes the fact that the chief result to be secured through teaching is that *of training pupils to teach themselves*. We heartily commend this new manual to teachers and all others interested in promoting the "high art" of giving instruction in the best way. It will be found not only a safe and practical guide in methods of developing the mental, moral, and physical powers of pupils, but serve to unfold, from the standpoint of one who has had long experience and observation and eminent success as teacher and superintendent, the correct principles pertaining to the science of education and to the art of teaching. The careful study of this book will serve as an inspiration, unfolding to teachers a better conception of their calling, and embueing them with an enthusiasm that will lead them to love their work. Duty should impel every educator to know how to do the best work in his power. The study of principles and methods, such as are embodied in books like this, will tend to give America what she needs most to secure her perpetuity as a nation of intelligent freemen,—good common schools.

TALKS TO BOYS AND GIRLS ABOUT JESUS. With Bible Links to make a Complete and Chronological Life of Christ, for the Young. Edited by Rev. W. F. Crafts, author of *The Rescue of Child-Soul*, *Plain Uses of the Blackboard*, etc. New York: I. K. Funk & Co. Price, $1.50.

This beautifully-made book is one of the most useful volumes that has come from the American press this season. It is designed to furnish topics for a large variety of sermons to boys and girls; to provide children and Sunday-school teachers with clear and simple explanations, illustrations, and practical applications of the lessons on the life of Christ; and to furnish Christian parents a pleasant plan of Bible-reading with their children, by an arrangement of the four Gospels chronologically,—that is, in the order of the events,—with explanations calculated to make the lessons interesting and impressive. This series of brief sermons will largely contribute toward awakening an interest in the children in Sunday-school and church services. They will be found models for the noble army of Sunday-school teachers, as well as for fathers and mothers who teach their children at the fireside the truths of the Great Teacher. Beautiful full-page illustrations are given of Jerusalem, Nazareth, the Jordan, the Gate of Bethlehem, Tiberias and the Sea of Galilee, Jerusalem and the Mount of Olives, Mount Tabor, Hebron, Mountains of Lebanon as seen from Beirut, A Scene in Lebanon, Acre, Mount Carmel, Sidon, Jaffa, Valley of Jehoshaphat, the Dead Sea, Colonnade at Samaria, Nabulus, or Shechem and Petra. Every Sunday-school library and every Christian household should possess this volume of talks to the young about the Saviour of mankind; and both editor and publishers are entitled to the hearty gratitude of all who seek to make known the Gospel to children for preparing this useful work.

SKETCHES AND SCRAPS. By Laura E. Richards. With pictures by Henry Richards. Boston: Estes & Lauriat. Price, $1.00.

This is a charming holiday book for the young folks, consisting of a series of pretty rhymes, illustrated with quaint pictures in colors, which introduce the children to scenes calculated to chain their attention and provoke the most natural amusement. The general make up of the book is excellent in style of binding and letter-press. Children, great and small, will gladly welcome it among Christmas and New Year's gifts.

THE LAND OF THE MIDNIGHT SUN. Summer and Winter Journeys through Sweden, Norway, Lapland, and Northern Finland. By Paul B. Du Chaillu, author of "Explorations in Equatorial Africa," "A Journey to Ashango Land," "Stories of the Gorilla Country," etc. With Map and 235 Illustrations. In two volumes. New York: Harper & Bros. 8vo, cloth, $7.50.

This copiously illustrated book of travels takes the reader over that portion of Northern Europe made familiar to many by the well-known book of Bayard Taylor, written many years ago. Dr. Chaillu has had an experience as a traveler and as a writer which makes his narratives of great interest to the general reader. He sees just those things that, when described by his graphic pen, furnish information of value about the countries and the inhabitants, of special helpfulness to teachers and students of geography. The manners, customs, and incidents of life are presented and illustrated so as to convey vivid conceptions of that great northern peninsula which is now sending so many of its people to settle in our own great Northwest. The two volumes are admirably presented to the reading public, and should find a place in all well-supplied libraries of the country.

ORTHOGRAPHY. A Treatise on Spelling, Pronunciation, and Derivation. By A. L. Shattuck, County Supt. of Schools of Poweshiek County, Ia., and O. J. Laylander, principal of Malcom Schools. Des Moines: Mills & Company.

The purpose of the authors is to furnish a text-book on orthography which shall present, in a condensed form, the essential principles and rules to be taught. It is well arranged, and will serve to aid teachers in this very important department of their work.

APPLETONS' ELEMENTATY READING CHARTS. Forty-six Numbers. Prepared by Rebecca D. Rickoff. New York, Boston, Chicago, and San Francisco: D. Appleton & Co. Price, $10.

Our limited space forbids us to do more, at this time, than present a brief synopsis of the method and plan of this, in many respects, remarkable set of charts. Every chart in the series has in view a definite object, which is thoroughly and systematically developed. Every step in advance is in a logical order of progression and development. The beautiful and significant illustrations are an especially noticeable and attractive feature of these charts. They give special prominence to the cultivation of language and the power of expression. Pictures, objects, and things employed, rather than abstract rules and naked type. They follow the natural method of teaching, appealing to those faculties of the child that are most easily awakened, and inciting correct mental processes at the outset. They are arranged to be suspended, when in use, from the back of a common chair, thus securing at all times a good position for convenient and advantageous display before classes.

TENDER AND TRUE. *Poems of Love.* Selected by the Editor of "Quiet Hours," "Sunshine in the Soul." Boston: Geo. H. Ellis.

This charming little volume contains love-poems of a pure and elevated character, and only such. They are selected from the sonnets of Shakespeare and Mrs. Browning; songs by Lovelace and Burns; poems by Tennyson, Coventry, Patmore; and some choice specimens of the ingenious and melodious versification of the younger English poets, such as Payne and Munby.

The book will make a most acceptable holiday gift. It is full of sentiments calculated to inspire cheerfulness and hope, and well suited to meet a want for poems "tender and true" at this season. It is printed in exquisite taste, and bound fittingly for a holiday gift-book.

LITERARY NOTES.

— The author of *Barnes's Popular History of the United States* has added a new chapter covering events of the last decade. This is the only illustrated history of our country worthy of the name, which is complete in one volume.

— *Sugar and Spice* is the title of a charming juvenile from the press of R. Worthington. The colors are in the subdued tints now so fashionable, and there is any amount of fun for the little ones in the pictures. The rhymes also are bright and pretty, and there is a holiday air about the entire book.

— Henry Holt & Co., New York, continue their popular Leisure Series, and have just issued No. 131. This book is entitled *A Laodicean; or, the Castle of the DeStancy's*, by Thomas Hardy, author of *Far From the Madding Crowd, A Pair of Blue Eyes*, etc. It is an intensely sprightly tale of to-day, and appropriately illustrated by Du Mercier.

— Col. A. F. Rockwell is writing reminiscences of the closing scenes of President Garfield's life for A. S. Barnes & Co., to be incorporated in future editions of their *In Memoriam—Garfield*, by Maj. J. M. Bundy, editor of the *N. Y. Evening Mail*. It will be furnished separately (for those who have already purchased Major Bundy's book), or bound in the book. Price, complete, $1 25.

— A new edition of James T. Fields's *Yesterdays with Authors* has been issued for Christmas. It contains ten fine steel portraits, as follows: Dickens as a young man, Dickens later in life, Thackeray, Pope, Wordsworth, Miss Mitford, Hawthorne as a young man, Hawthorne later in life, Barry Cornwall, and Leigh Hunt. Some of these were engraved from portraits in oil and crayon which hung in Mr. Fields's library. Houghton, Mifflin & Co., Boston, are the publishers.

— J. Fitzgerald & Co., New York, have No. 27, Vol. II., of "The Humboldt Library" Series of Popular Science Literature now ready. It is entitled *The History of Landholding in England*, by Joseph Fisher, F. R. H. S. The great interest awakened by the action of the English Government, recently, makes this exhaustive and able work exceedingly timely, and places within the reach of all who desire to be informed on the subject, a reliable history of the system. This number contains 48 octavo pages, and is sold for the low price of 15 cents. The other recent issues of this valuable library are No. 25, *The Origin of Nations*. and No. 26, *The Evolutionist at Large*.

— S. C. Griggs & Co., Chicago, have long held a front-rank position in the style and excellence of their college and school text-book publications, and they are now assuming the same relative rank in their miscellaneous publications. They have just issued a new, beautiful, and timely volume of poems of home, elegantly illustrated from designs by Moran, Dorley, Primhart, Winslow Homer, McIntee, and others. 8vo, full gilt; price, $3.00. The author pictures with fidelity the better side of American life. manners, and scenery. Many of the poems are written in the Yankee dialect, made famous by James Russell Lowell.

— We have received advance sheets of the "Hiram College Memorial," by President B. A. Hinsdale, A.M., entitled, *President Garfield and Education*. Nothing could be more fitting than this beautiful volume as a memorial of the late President by his successor at the head of Hiram College. Gen. Garfield was a thorough scholar and a natural teacher. His earliest fame was gained in study and in teaching, and he was, to the day of his tragical death, the earnest friend and able advocate of education. This memorial has Mrs. Garfield's cordial approval, and the admirable portraits of the President and herself were chosen by her. The book is divided, with great propriety, into *two* parts. The *first* part is devoted to memorials of General Garfield in Hiram, including a comprehensive survey of his life there, with sufficient *memorabilia* to answer the purpose of illustration and also the addresses made at the Hiram College Memorial Service at Cleveland, Sept. 25th. The second part of this interesting book is devoted to President Garfield's speeches and addresses on education and educators. They cover a wide range of topics, and are models in style and full of great thought suited to the special occasions at which they were made. The book is beautifully printed upon heavy tinted paper, and contains the following full-page illustrations and *fac-similes;* portraits of President and Mrs. Garfield, view of Hiram College, portrait of Miss Booth, and *fac-similes* of letters of President Garfield, Miss Booth, and Mrs. Lucretia R. Garfield. It is published by James R. Osgood & Co., Boston.

NEW-ENGLAND BUREAU OF EDUCATION.

Mr. Orcutt:—I recently found myself without a lady assistant, and not knowing where to look for such a teacher as I desired, I applied at your agency. Your recommendation, I am now happy to inform you, proves highly satisfactory. We have the right teacher in the right place.

Yours very truly, C. A. HOLBROOK,
Dec. 6, 1881. Prin. of Pub. Schools, Dist. No. 1, Willimantic, Ct.

Mr. Orcutt:—Mr. D. arrived here on Wednesday morning, coming by the way of Nashua & Ayer Junction. We are pleased with his appearance and beginning, and he seems well pleased with his school. Thanking you for your services and interest in the matter, I am, with great respect,

Your obedient servant, WILLIAM. F. WHEELER.
Lincoln, Mass., Dec. 9, 1881.

— A preceptress of a New-Hampshire academy writes: "I am very much pleased with my situation, and sincerely grateful to you for your aid in securing it for me."

— A prominent teacher in a high school in a Pennsylvania city, closes a business letter with, "Many thanks for your patient kindness and prompt assistance in securing my situation."

"Your publications are of incalculable benefit to the cause of education; no educational journal (and I receive several), gives me as much pleasure as the JOURNAL OF EDUCATION."—D. MONTGOMERY, *Chief Supt. of Ed., Charlottetown, P. E. I.*

CONCERNING DEGREES.

In the November 24 number of THE JOURNAL is an article from the London *Times* about "American Degrees." It appears that the American Association for the Advancement of Science has taken "action in reference to the scandal of American degrees"; and that this action is approved by the *Times*, and presumably by you, since you copy the article.

There is a reason why the *Times* should applaud the "action," and why that action is a matter of indifference to us Americans. In England the theory prevails, to some extent, that the government shall protect the people, and that the people are not quite competent to take care of themselves; accordingly no medical practitioner can assume the title of Dr. unless he has the degree of M.D. from some duly authorized school; and he cannot enter the school without a university degree. But this does not prevent people from being imposed upon by quacks of all sorts without the title; for men enjoy being humbugged, and they have the liberty of gratifying that desire in England, as here.

In America the theory is that people are competent to take care of themselves; that they are the government; and that a man's worth is not to be determined by his ancestry, nor by his titles, nor by the clothes he wears; accordingly titles are bestowed, and degrees conferred, rather loosely; and they do not count for much. The title Hon. seems by common consent to be applied to U. S. Senators and representatives, judges, State Senators, and mayors of cities, not to mention numerous other officers and ex-officers, and a tendency, not confined to newspapers, to apply the title to whomsoever one wishes to flatter. These offices are often filled with men not the most honorable; and the range of the title is great; so that but little importance attaches to it.

Honorary academic degrees are distributed in this country by "360 institutions of a collegiate grade," with as broad a range, and with as little importance. In an assembly of ministers, I once heard of, one of the number felt himself distinguished as being the only man present who had not been dubbed D.D. What harm comes from all this? If it amuses some people, and does not injure others, what is the need of taking any trouble about it? The fact is that with us a man goes for what he is worth, irrespective of his degrees or his titles. Charles Sumner means more than the Honorable Mr. Sumner; and George Wm. Curtis means just as much as Geo. Wm. Curtis, LL.D. Some men are too large for any of the honorary degrees; some are so small that the degree does not stick to them.

And now comes forward the American Association for the Advancement of Science, and proposes that certain degrees be given only after an examination; they want a degree that means something, we presume. Let them fix upon such a degree, and get it copyrighted. That degree would then have a definite meaning; it would carry just the weight of the corporation conferring it; but it would not confer talent upon the man holding the degree, nor could its absence prevent another from reaching the eminence to which his ability entitles him. Some similar corporation might confer its peculiar degree upon a candidate rejected by the other; and each in the long run would count for its real value. That institution could then stand precisely where each of the "360 institutions of a collegiate grade" now stand with respect to the degrees which they confer,—so that we should land about where we now are.

The degree of A.B. has been conferred only after an examination; but does that signify anything more than one of the numerous honorary degrees? An institution which is competent to confer the former is just as competent to confer the latter. Knowledge of what a man has done in the field of literature or politics to entitle him to an honorary degree, is as easily obtained as an acquaintance with what he did in his class at college. The trouble is with the authority that confers degrees.

Do we need in this country some organization to measure and label the men of the Nation, or will the people themselves, in a general way, do it well enough? If the correct use of language is determined without an "academy," such as they have in France, the proper estimate of men will be made here, in the long run, without much attention to "degrees,"—such as they have, perhaps, in England. The sentence quoted from Horace on the title-page of *Worcester's Dictionary*, with some slight modification, would describe the only umpire by which all men could be ranked. Any other method of honoring men is contrary to the genius of America. The whole subject of honorary degrees, it seems to me, is unimportant, trivial, and even puerile. If a man does not honor a degree, the degree cannot honor him. If you will show me the man who makes the most touse about "the scandal of American degrees," I will point out a man who feels the need of some distinction among men which merit cannot command.

When John Smith becomes alderman, and enters upon his brilliant political career, if his college, discerning the rising genius, and with a feeling of gratitude,—a lively appreciation of favors expected,—should wish to confer the degree of LL.D. upon him in return for the glory that he has shed or is expected to shed upon his *alma mater*, why need any one else find fault? It helps the college, and it pleases Mr. Smith,—unless with a supercilious wave of the hand he declines the attempted distinction as beneath a man of his eminence,—or it may be that John Smith has taken pains to "influence" the corporation; and in either case nobody is hurt. Can you point to any college that hasn't done about that thing? Here is the difficulty of confining to any one body of men the power to confer an honorary degree. Carl Schurz is entitled to honor both as a scholar and as a statesman, it will be generally conceded. He, from the whole country, was selected to pronounce the eulogy upon Charles Sumner, a Massachusetts senator. Would the oldest college of Massachusetts have honored him with a degree about the time when the "Boston Poncas" appeared? Anxiety about "the scandal of American degrees" implies something not on the surface: that somebody wants degrees to have significance for somebody's sake; and, therefore, that somebody, in somebody's opinion, is suffering for the right kind of a degree.

My remedy for the difficulty is suggested above: An international copyrighted degree, I. C. D. (?), good in England, on the continent of Europe, in Africa, and everywhere!

Dec. 5, 1881. A. P. M.

THE AMERICAN INST. OF INSTRUCTION.

A special meeting of the directors of the American Institute of Instruction was held in the School Committee Chamber, Mason street, Boston, Dec. 3, at 10.30 a. m. President Mowry presided, and the following directors were present: Messrs. Carleton, Hagar, Daniell, Jones, Blackinton, Russell, Lyon, Dickinson, Hill, Sprague, Walton, Bicknell, Hoyt, Barrell, Kneeland, Boyden, Oliver, Tweed, Small, and Littlefield.

After the reading of the records, President Mowry stated the general desire on the part of officers of the National Association that a union meeting of that body and the Institute should be held at Saratoga next July. The advantages of such a meeting were then forcibly presented by Messrs. Bicknell, Hagar, Carleton, Barrell, and Mowry, and after nearly every one present had taken part in the discussion, either by suggestions or by questions, so that all were satisfied that the facilities for such a meeting were excellent and the good effects most promising, it was unanimously voted to accept the invitation and meet with the National during the second week in July, provided satisfactory terms can be secured. In the early part of the discussion, before it was fully realized that the National Association is very desirous of a union meeting, and that its good results must be far-reaching and permanent, the claims of several places in New England were strongly set forth by Messrs. Lyon, Sprague, Daniell, Kneeland, and others.

It was voted "that the president and treasurer of the American Institute of Instruction, *ex officiis*, together with three persons elected by the directors from their own number, shall be trustees of the Bicknell Fund to have charge of its investment and management. Said trustees shall hold office until their places are made vacant by death, resignation, or otherwise, and such vacancies may be filled at any meeting of the board of directors." Messrs. Bicknell, Hagar, and Hill were elected such trustees, together with President Mowry and Treasurer Walton.

It was voted that a committee to consider the membership of the Institute be appointed to report at the next meeting of the directors. Messrs. Jones, Walton, and Daniell were appointed such committee. A committee of arrangements, with full power to complete the preparations for the July meeting, was appointed, consisting of the president, the secretary, the assistant-secretary, the treasurer, and the heads of the educational departments in each of the New-England States, Messrs. Luce, Patterson, Dartt, Dickinson, Stockwell, and Northrop.

At 1.00 p. m. the board adjourned to meet, as required by the constitution, on Saturday, Jan. 7, 1882.

After adjournment, those directors who could spend the time, fifteen in number, enjoyed a dinner at the Parker House, which was enlivened by anecdotes and reminiscences from General Oliver, Professor Hagar, and others. So agreeable did this unusual feature of a directors' meeting prove, that Messrs. Bicknell, Littlefield, and Walton were appointed a committee to make arrangements for a dinner at the close of the annual meeting in January, when it is hoped that no one of the seventy-five members will be absent.

REPORTER.

SCIENCE.

The Sense of Hearing.—In order to test the fatigue of the ear, a German specialist resorts to the following method: A tube is adapted to each ear, so that a given sound equally affects the latter. A strong tuning-fork, after being vigorously sounded, is brought to the mouth of one tube, for a few seconds; it is then deadened, partly, but not entirely, by touch. The ear on that side then fails to catch the weak sound, but the sound is distinctly heard by the other ear, on applying the fork to the tube. In two to five seconds the fatigue passes off; a weaker tone, of a different pitch from the stronger one, is heard equally with both ears. With regard to subjective sensations of sound, occurring after a strong tone, experiments prove they may be heard for a little; also, that

the after-sensation may come close upon the other, or be separated from it by a short pause. The pause usually varies up to fifteen seconds, then the sensation is revived for five to ten seconds, then a pause and a renewal of the sensation.

— M. Gley, a French physiologist, has, from experiments made upon himself respecting the effect of attention and intellectual work upon cerebral circulation, confirmed the results of M. Mosso and added some new observations. He finds that the rhythm of the heart suffers an acceleration which is increased in a direct proportion with the intensity of the attention. Thus the pulse was quicker when he studied geometry than when he studied philosophy, with which he was more at home. The carotid artery is also dilated during cerebral work, and the carotidian pulse becomes dicrotic, but the radial pulse becomes smaller and less ample. The phenomena of congestion observed in the brain persist for a certain time after cerebral activity.

1881–2 *Club List.* 1881–2

The following list comprises but a small portion of the publications which we supply at club rates with our publications. Our patrons may add to their list new subscriptions for *any periodical*, and, with few exceptions, they can expect the ordinary club discount.

Address, THOMAS W. BICKNELL, *Publisher*, 16 Hawley St., Boston, Mass.

Name.	Regular Price.	*Journal of Education.* With.	Without.
Education,	$4.00	$5.50	$4.00
Harper's Monthly,	4.00	5.70	3.35
" Weekly,	4.00	5.75	3.35
" Bazaar,	4.00	5.75	3.35
" Young People,	1.50	3.75	1.35
Appleton's Journal,	3.00	4.90	2.55
" Art Magazine,	9.00	0.40	8.00
" Popular Science Monthly,	5.00	6.60	4.30
Century,	4.00	5.70	3.35
St. Nicholas Magazine,	3.00	4.95	2.60
North American Review,	5.00	6.50	4.15
International Review,	5.00	6.60	4.35
Magazine of Amer. History,	5.00	6.60	4.30
Atlantic Monthly,	4.00	5.70	3.35
Lippincott's Magazine,	3.00	4.90	2.55
Unitarian Review,	3.00	5.00	2.60
The Western,	2.00	4.00	1.65
The Jour. of Franklin Institute,	5.00	6.50	4.15
Littell's Living Age,	8.00	9.75	7.40
Penn Monthly,	3.00	4.75	2.40
Van Nostrand's Engineering,	5.00	6.75	4.45
Catholic World,	5.00	6.75	4.45
Wide Awake,	2.50	4.70	2.25
Boston Weekly Globe,	1.00	3.40	90
Our Little Ones,	1.50	3.75	1.30
Eclectic,	5.00	6.75	4.35
Journal of Science,	1.00	3.00	75
Science,	4.00	5.90	3.55
Princeton Review,	2.00	4.35	1.90
N. Y. Tribune (Weekly),	2.00	3.85	1.40
" " (Semi-weekly),	3.00	4.75	2.45
N. Y. School Journal,	2.00	4.25	2.00
Teacher's Instructor,	1.00	3.40	1.00
Electricité (France),	4.25	6.45	4.00
Kansas City Review,	2.50	4.70	2.25
Scientific American,	3.20	5.10	2.75
" Supplement,	5.00	6.50	4.25
Woman's Journal,	2.50	4.60	2.25
Journal of Chemistry,	1.00	3.35	90
Nature,	6.00	8.00	5.75
Babyland,	50	2.85	40
Art Amateur,	4.00	5.85	3.50
Little Folks' Reader,	75	3.10	65
Edinburg Review (N. Y. reprint),	4.00	5.75	3.40
London Quarterly, "	4.00	5.75	3.40
British Quarterly, "	4.00	5.75	3.40
Westminster Review, "	4.00	5.75	3.40
Blackwood's Magazine, "	4.00	5.75	3.40
Two Reviews, "	7.00	8.40	6.00
Three " "	10.00	11.00	8.70
Four " "	12.00	12.75	10.45
One " and Blackwood, "	7.00	8.50	6.20
Two " " " "	10.00	11.25	9.00
Three " " " "	13.00	13.40	11.30
Four " " " "	15.00	15.25	13.00
Penn Monthly,	3.00	4.60	2.45
Literary World,	2.00	4.30	1.85
Leslie's Sunday Magazine,	3.00	5.10	2.70
" Leslie's Illustrated Newspaper,	4.00	5.80	3.40
" Chimney Corner,	4.00	5.80	3.40
" Boys and Girls' Weekly,	2.50	4.65	2.25
" Lady's Magazine,	2.50	4.15	2.25
" Popular Monthly,	3.00	6.00	2.70
" Pleasant Hours,	1.50	3.80	1.40
Journal of Speculative Philosophy,	3.00	5.00	2.70
Californian,	4.00	5.70	3.40
American Agriculturist,	1.50	3.70	1.25
Pennsylvania School Journal,	1.60	3.90	1.45
Vick's Monthly,	1.25	3.55	1.10
New York Graphic (Daily),	12.00	12.75	10.50
New York Independent,	3.00	5.20	2.75
Indiana School Journal,	1.50	3.75	1.50
Folio,	1.65	3.62	1.30
Methodist,	2.00	4.15	1.80
Musical World,	1.50	3.70	1.35
Poultry Bulletin,	1.25	3.50	1.10
Demorest's Monthly,	1.50	3.70	1.35
American Journal of Microscopy,	1.00	3.35	90
Lancet (N. Y. Reprint),	4.00	5.75	3.50
New York World (Daily),	10.00	11.10	9.25
" " (Weekly)	3.00	14.00	11.50
The Voice,	1.00	3.35	90
ENGLISH PUBLICATIONS.			
Edinburgh Review,	5.90		3.40
Quarterly Review,	5.90		3.40
Academy,	6.50		4.15
Athenæum,	6.60		4.27
Engineering,	11.10		8.80
Illustrated London News (Weekly),	11.00		8.75
London Times (Weekly)	5.65		3.25
London Graphic, "	11.00		8.75
Pall Mall Budget,	9.70		7.40
Punch,	6.10		3.75
Public Opinion,	5.65		3.25
Queen,	11.50		9.25
Saturday Review,	9.70		7.40
Spectator,	9.70		7.40
Art Journal (London),	10.80		8.50
Belgravia,	6.25		4.00
Sunday Magazine,	4.45		2.60
Young Ladies' Journal,	5.75		3.50
Temple Bar,	6.00		3.75
Cornhill,	6.00		3.60
The Magazine of Art (Cassell),	5.85		3.50
Cassell's Family Magazine,	4.85		2.50

SOUTHERN CORRESPONDENCE.

A LETTER FROM ALABAMA.

If the teachers in the Northern States could take a peep into the school-rooms in Dixie this week, they would find it easy to imagine that they were at a veritable feast of roses, so beautiful, varied, and abundant are the flowers which adorn every desk, window-shelf, and bracket, and lovingly perform their mission of "keeping on our wicked hearts their eyes of love and beauty." But, like all who are at work in the "character-shops of the Nation," as some one significantly calls the school-houses, the visitors would soon feel the subtle influence of the blossoms only in a half-conscious way, so engrossed would they become in watching the efforts to promote the mental and moral development of the children. For, after all, this last is the true work of the teacher. Compared with the mere imparting of instruction, how grandly it stands forth!

As I watch the crowds of children, Caucasian and Ethiopian, hurrying to the school-room, and picture to myself the hosts of little ones, all over the land, who are given over every day into the hands of the teacher, while their hearts and minds are "wax to receive and marble to retain," I find myself wondering that the teacher's profession is a crowded one. The responsibilities it imposes are so solemn and overwhelming that it is strange that men and women do not fear to assume them. The JOURNAL OF EDUCATION is doing a good work in awakening teachers all over the country to the full nature of their responsibility. An earnest woman said to me yesterday, "I like THE JOURNAL, but sometimes it discourages me to read it; it erects so high a standard for the teacher." This is just what we all need; our ideal cannot be too high.

THE SCHOOL-ROOMS IN OUR SOUTHERN CITIES

are all full now, but, in the rural districts, many children, obeying the mandates of "chill penury," are still picking cotton. As a general thing, "our brother in black" does not keep his children at home during the school-year unless compelled to this course by strong necessity. I am impressed with the fact that the negro constantly gives evidence of a laudable ambition to acquire knowledge and position. Of course there are many exceptions, but these are not more numerous than are observable in the white race. Occasionally I meet a negro who believes that "a little learning is a dangerous thing." An amusing interview took place between your correspondent and one of this class, not long ago. The dusky freedman was giving an account of his life after leaving the "ole plantation." "Well, William," I said, "I am glad to know that you and yours are all prospering; I suppose your children are all at school now." "No, sah! you see I've been living up near de coal mines, whar de county convicts are hired out, and I done found out dat lots of 'em got into dat place by scratching wid their pens,—forging, I believe dey call it. Den I called up all my childern, and I charged de law to 'em. Childern, I said, your father shant never send you to de penitentiary by paying two bits a month for you to learn how to scratch wid your pen. You go to de cotton-patch, and stay dar; it's a heap better place dan de penitentiary." I expended all my eloquence, talked long and wisely on the relation of education to crime, brought forward Mr. Wickersham's statistics, pleaded manfully for those children, and, after all, left the father unconvinced, because he "done seed how 'twas for himself." I recalled the indignation of Lord Angus at "a letter forged," and his exclamation:

> "Thanks to Saint Bothan, son of mine
> Save Gawain, ne'er could pen a line."

Do not imagine that the negro just described is a representative of the majority of his race down in "the land of cinnamon-seed and sandy bottom." I repeat my assertion that, as a rule, the blacks are ready to make any sacrifice to keep their children at school. Those who teach the negro tell me that he acquires the *elementary branches* as readily as do the whites, and that there are not more stupid children among them than in the average white schools of same opportunities. This I can readily believe, for my own experience tells me the same thing. Just as if twenty-three long years did not stretch between me and the picture, I see groups of negro children gathered around me on Sunday afternoon, and note their look of interest as they listen to the story of the Babe of Bethlehem, and hear their voices repeating in concert verses from the Bible, answers from the catechism, and hymns whose wild melody floats up next day from the dusky singers over wash-tubs, in the kitchen, and in the corn and cotton-fields. Their memory, too, seems to be singularly retentive. A negro whom I had thus taught when she was a little child on my old plantation-home, visited me a short time ago, and took great pride in telling me how well she had retained my teachings. A look of singular peacefulness came into her face as, in proof of her assertion, she repeated the familiar hymn, "Come Holy Spirit, Heavenly Dove," etc.

THE MENTAL CAPACITY OF THE NEGRO.

I am told by those most deeply interested in the future of the negro, that in the pursuit of learning he reaches a point beyond which he cannot go, even while in the grammar school; or, as one teacher expressed it, "he can hold only a pint, and it is useless to try to put in a quart." If this assertion be true, it is, in my opinion, attributable in great part to the want of inherited culture,—to the lack of development of mental power in preceding generations of the present pupils. I have been observing and teaching children many years, and have noted the fact that this limitation of intellectual power occurs most frequently among children who spring from uneducated ancestors. Education, culture, refinement, when kept up generation after generation, certainly make their impress on the physical characteristics; for example, clear-cut chiseled features are not often found in those whose progenitors were lacking in mental expansion. Are not the intellectual traits as visibly affected by centuries of culture?

Another fact seems to bear on this point: I have noticed that the Jewish children, as a rule, are wonderfully quick in mathematics, and easily surpass their classmates in rapidity and accuracy of computation. It seems that the centuries spent in trade by the Jews have sharpened a certain feature of their minds. In like manner, posterity will be the greater beneficiary in the training which the negro is now receiving. But let me give you facts instead of theory.

I have just had a very interesting interview with the superintendent of education in Sumter county, which lies in West Alabama, in the very heart of the "black belt." He tells me that the majority of the public schools for the colored race in that section are taught by colored teachers, who are competent scholars in the elementary branches. Not more than ten per cent of these educators have had the advantages of normal-school training, and, consequently, many of them are mechanical in their acquirements, and practice mechanical teaching. At his present stage of development, the negro is imitative rather than reflective. Do a thing for him, and he will soon repeat it; announce a principle, and he has difficulty in comprehending or applying it.

THE GREAT NEED OF THE NEGRO IN THE SOUTH,

as regards education, is *money*,—money to supply the schools with trained teachers, to furnish better school-books, to provide better school-houses, and to supply him with good, sensible lecturers on common principles, and thus to remove a mist, or veil, which seems to envelop his mind, and makes him a machine run by the eye,—a victim of superstition, rather than a subject of reason. He has certainly made progress, intellectual and moral, and with greater advantages more marked advancement is certain to follow. The experience of the county superintendent, to whom I have just referred, leads him to believe that the negro is a good instructor of his race, perhaps better suited for the work, on an average, than the white teacher is, or would be. This is due, perhaps, to natural kinship and perfect sympathy, more than to mental adaptation. The public schools in this part of the State (Alabama) are kept open from three to nine months. The colored children share the public funds for the benefit of schools equally, per capita, with the whites, and their schools are accorded the same careful supervision. The people of the South are anxious that the negro shall have every educational privilege, because they are convinced that only in this way can he become a good citizen In addition to this, they see clearly that, under existing circumstances, the effects of education are to increase the confidence and respect between the races, and they believe that these effects will become still more apparent as the negro advances, as he certainly will do through his determination to acquire knowledge. Whether the negro will make a better laborer, is not the question; the important not-to-be-controverted thing is, that he will make a better citizen. There always have been a plenty of "hewers of wood and drawers of water" in the world; there will always be a supply of these sufficient to meet the demand. In the future this class is as likely to be drawn from the whites as from the negro race.

In spite of the opinion just expressed, my convictions are, that industrial schools would be of incalculable benefit to the negro; the education of the hand would aid in the awakening of his mind, the ability to be a craftsman, to hold the conscious knowledge that he possesses skill, would increase his self-respect, and thus help to uplift him.

"A little leaven leaveneth the whole lump," and, of course, when the lump is a very large one it takes a long time to do it. Hon. J. B. Peaslee's efforts in behalf of literary work in the schools are beginning to bear fruit in our sunny clime, and our educators are leading their pupils to memorize gems of prose and poetry, and to cultivate a greater taste for good reading. I could tell you of a school-room full of happy girls who think the aged poet who told the story of Evangeline the most interesting person in the world, and who come with glad faces to tell each new fact they can gather concerning him, or to repeat lines which they have committed to memory "just for fun." Who can estimate the good which will result from such a literary impulse in the public schools?

Selma, Ala., Oct. 24, 1881. A CHIEL AMANG YE.

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Horsford's Acid Phosphate is used with great success in languor, loss of appetite, and hypochondria.

NEW-ENGLAND DEPARTMENT.

MAINE.

State Editor, N. A. LUCE, *Augusta, Me.*

— The State Ed. Assoc. will hold its next annual meeting at Biddeford, Dec. 29, 30, and 31. It is expected that the principal railroads will give half-fare rates to all attending. Reduced rates at the hotels will be secured for gentlemen, and free entertainment in families for ladies. Among the prominent educators of the State who are expected to participate in the exercises of the meeting are Supt. Thos. Tash, of Portland; Hon. W. J. Corthell, of Gorham; Hon. N. A. Luce, of Augusta; F. E. C. Robbins, principal of Deering High School; Rev. A. W. Burr, of Hallowell; Prest. M. C. Fernald, of the State College at Orono; W. G. Lord, of Limington Academy; C. W. Fenn, of Gorham Normal School; C. C. Rounds and Wm. Harper, of Farmington Normal School, and Supt. G. T. Fletcher, of Augusta. A definite program will be announced next week.

— The monthly meeting of the supts. and teachers of the Lewiston schools was held Friday evening. Supt. Phipps gave a brief address on "Promoting, keeping back, and sending back" pupils in our public schools, and read a short lecture by President Chadbourne, of Williams College, on "Waste in the Work of Education." To give added interest to these meetings, and to enlist teachers in a more active participation in them, at the recommendation of the supt., a teachers' assoc. was formed, and the following officers were elected: Prest., the Supt.; Sec., Miss E. E. Jones; Ex. Com., the Supt., Messrs. Jordan and Martin, and Misses Morse and Pettingill; Librarian, Miss L. E. Brown. The Teachers' Library, recently formed in accordance with the recommendation of the supt., now numbers over 150 volumes.

— The winter term at Colby opened Thursday, Dec. 1, with a fair proportion of students in attendance. The Senior and Sophomore classes are well represented, but for the others there are 8 in the Junior and 12 in the Freshman class at present. The students engaged in teaching are scattered all over the State. The introduction of the winter term and consequent change in the curriculum may be pronounced a success so far as the quality and quantity of work performed is concerned. The library is receiving constant accessions, especially in the historical department, and many valuable donations from individuals have recently been received. A much larger number of electives than hitherto now confront the student.

NEW HAMPSHIRE.

State Editor, D. A. CLIFFORD, *Manchester, N. H.*

— In our notice, last week, of the exhibition of Prof. Geo. E. Gay's English and Classical School at Concord, the following was accidentally omitted: Prof. Gay was assisted by Mrs. A. G. Harris, a teacher of elocution, whose pupils joined in the exercises, contributing to the excellence of the entertainment, and receiving their share of the public approval and applause.

— The winter term of Penacook Acad. and School of Practice, at Fisherville, began Nov. 28, with increased attendance. This institution is steadily gaining ground, and most deservedly so, as the principal, Prof. J. H. Larry, has the faculty of preserving the strictest discipline and at the same time securing the good-will and esteem of his pupils by his constant efforts for their moral and physical welfare.

— Gov. Charles H. Bell and ex-Gov. B. F. Prescott have been appointed by the trustees of Dartmouth Coll. a committee to confer with the alumni of the college and the Marshfield Club in regard to a celebration at Hanover in June, 1882, of the one hundredth anniversary of the birth of Webster.

— Prof. McIntire, principal of the Littleton high-school, has tendered his resignation. It is understood that he has received an appointment as supt. of schools in New Mexico, whither he will go in December.

— Washington is to have a public library, the gift of Truman J. Jeffs.

— Supt. Allen, who has rendered valuable services to the schools of Concord for several years, has resigned his situation, but his successor has not been appointed.

VERMONT.

State Editor, C. C. BOYNTON, *Townshend, Vt.*

— The Orange Co. Ed. Assoc. will hold a meeting at Williamstown, Dec. 16 and 17. Prin. A. L. Hardy, of West Randolph, will discuss "Grammar, When and How to be Taught;" "Language Lessons" will be given by Miss Mary E. Scales of Chelsea, and Miss Ellen M. Barker of Randolph; "Primary Geography and Map Drawing," by Miss F. H. Graves of Brookfield, and Supt. E. H. Martin of Williamstown; "Advanced Geography," by Supt. E. C. Jackson of Brookfield; "History and Geography of Vermont," by W. F. Rocheleau of Randolph; "General Exercises," by Supt. H. R. Bass of Braintree, and Miss G. M. Allis of West Randolph; "Use of the Blackboard," Prin. Wm. Carpenter of Brookfield, and Supt. J. M. Comstock of Chelsea.

— The closing exercises of Newbury Sem. occurred last week, and consisted of a public examination of the several classes, and an exhibition which was very interesting. The institution is prospering finely.

— Teachers' meetings are held in Waterbury under the direction of Supt. Wright. At the last meeting Rev. Mr. Church, of the Green Mountain Sem., spoke upon "School Discipline." Experience, wise counsel, and apt examples were given by him in a manner at once comprehensive, suggestive, and diverting. The next meeting will be held Dec. 17, and the subjects for discussion will be Primary Instruction in Geography, and Reading.

— The fall term of the academy at Poultney closed on Tuesday, Dec. 6. The examinations demonstrated that faithful work had been done in all departments. The senior class is larger than any preceding one under the present adminstration, numbering 20.

— The Moretown Teachers' Assoc. is to hold a public meeting at Moretown Village, Dec. 16. The interest which the "hill country" of this county manifests in school improvement is shown by this public meeting of an association which has been active and efficient in the work of raising the standard of teachers' qualifications, is most commendable, and it is also a very hopeful sign. Washington Co. is evidently waking up on the subject of common-school education.

— *The Watchman* says: "Efforts at educational reform in this State must be directed toward putting up the bars let down by indifferent or inefficient town supervision. This system of school supervision is either farcical or vicious in its general application. Under it incompetency and inefficiency in the teachers in many towns are legalized by the granting of certificates to persons disqualified by manifest unfitness. If thoroughly honest, competent, and fearless superintendents were invariably elected, this difficulty would disappear. They would be an effectual bar to the narrow-minded and niggardly policy which has pushed teachers' wages down to $1 50 per week in some cases, and which drives our best teachers out of the State and fills their places with the merest tyros in the matter of instruction. Teachers' associations and individual workers devoting their efforts solely to improvement in educational methods will make slow and uncertain progress if they leave untouched those evils which lie at the very beginning of a radical and permanent educational reform in this State, — the apathy and parsimony of communities, weakness and perversion of supervision, and lack of decent qualifications in teachers. Educational workers must put a charge of dynamite under these basal obstructions and blow them up, before true progress can begin."

MASSACHUSETTS.

State Editor, ALFRED BUNKER, *Boston (Highlands), Mass.*

STATE TEACHERS' ASSOCIATION.

The thirty-seventh annual meeting of the Massachusetts Teachers' Assoc. will take place in the English and Latin High School building, Montgomery street, Boston, Dec. 29, 30, and 31. The following is the order of exercises:

Thursday Evening, Dec. 29.

5.00. Meeting of the Directors at the rooms of the School Com., Mason street.
7.00. Business meeting of the Assoc.
7.30. "The Moral and Religious Training of Children;" lecture by Mr. G. Stanley Hall, of Somerville.
8.30. Readings; Prof. S. S. Bloch.

Friday Morning, Dec. 30.

9.00. Business meeting of the Assoc.—appointment of committees, etc.
9.30. "Teaching History;" paper by Mr. Luther W. Anderson, master in the English High School, Boston. Discussion of this topic.
10.15. "School Supervision;" paper by Mr. N. A. Calkins, Supt. of Schools, New York. Discussion of this topic.
11.15. "Tenure of Office of Teachers;" paper by Mr. John D. Philbrick. Discussion of this topic.

Friday Afternoon.

HIGH-SCHOOL SECTION.—Mr. Homer B. Sprague, head-master of the Girls' High School, Boston, president.
2.00. "The Poets in School;" paper by Mr. William J. Rolfe, of Cambridge. Discussion of this topic.
3.15. "Method of Studying Modern Languages;" paper by Mr. Hermann B. Boisen, of Boston. Discussion of this topic.
GRAMMAR SCHOOL SECTION.—Mr. Charles W. Hill, master of the Comins School, Boston, president.
2.00. "Geography Taught by Topics;" paper by Mr. Charles F. King, of the Lewis School, Boston. Discussion of this topic.
3.15. "The Relation of the Teacher and His Methods to the Moral Culture of His Pupils;" paper by Mr. Granville B. Putnam, master of the Franklin School, Boston. Discussion of this topic.
PRIMARY-SCHOOL SECTION.—Mr. John T. Prince, Supt. of Schools, Waltham, president.
2.00. "Teaching Color in School;" paper by Mr. Larkin Dunton, of Boston. A Teaching Exercise; by Miss Dora Williams, of Boston. Discussion of this topic.
3.00. "Phonetic Method of Teaching Reading;" paper by Mr. Daniel B. Hagar, principal of the Salem Normal School. Teaching Exercise; by Miss Susie C. Peabody, of Waltham. Discussion of this topic.

Friday Evening.

7.30. Reading: Schiller's "The Diver," in English and German; by Prof. S. S. Bloch.
8.00. "The Nature and Necessity of Pedagogical Reforms;" lecture by Mr. William T. Harris, of Concord.

Saturday Morning, Dec. 31.

9.00. Business meeting,—election of officers, reports of committees, etc.
9.30. "Methods of Teaching Music;" an illustrative lesson, by Mr. H. E. Holt, instructor of music, Boston.
10.15. "Teaching Music;" paper by Mr. A. G. Boyden, principal of the Bridgewater Normal School. Discussion of this topic.
11.00. Why do Pupils Learn so Much and Know so Little?" paper by Mr. E. A. Hubbard, of Springfield. Discussion of this topic.

All friends of education, especially teachers, supts., and members of school committees are cordially invited to attend this meeting, and to engage freely in its exercises. Free return tickets on the railroads are not furnished.

LARKIN DUNTON, *Boston, Prest.*
RAY GREENE HULING, *Fitchburg, Sec.*

— Mr. Leroy F. Griffin, formerly of Beverly, has been elected principal of the Newburyport High School.

— Bradford Acad. has 120 students this fall, every room but one being full.

— The boys at the Westboro' State Reform School, on Thanksgiving day, were assembled in the chapel and listened to the reading of the Governor's proclamation and an appropriate address by Supt. Allen, after which they were treated to a turkey dinner, followed by a season of recreation.

— Mr. P. L. Houghton, of Woodstock, Conn., is to have charge of the Perryville School in Webster.

— An evening drawing-school has been established in Chelsea, and will be in charge of Mr. Rodney G. Chase, formerly master of the Wells School, Boston.

— Mr. M. C. Rodgers, for nine years the very successful principal of the Middle street grammar school, at New Bedford, where he has gained a host of friends, has resigned his position to engage in farming in Camden Co., North Carolina, and Mr. Geo. H. Tripp, principal of the Fairhaven High School, has been elected Mr. Rodgers's successer.

— Hon. Harvey Jewell, of Boston, who has just died, was at one time a teacher in the Mayhew School in that city.

— Prof. E. A. H. Allen, principal of Sawin Acad. at Sherborn, has resigned his position, and at the close of the school year will remove to Northboro' to open a private school. Mr. Allen is one of our ablest teachers as well as writers, and we fear that the trustees of the Acad. will commit a serious mistake if they allow him to leave.

— Mr. Charles M. Sargent has been elected principal of the high school at Bolton; and D. P. Dame, late of New Salem Acad., as principal at Lincoln.

— The quarterly meeting of the council of the American Social Science Assoc. was held in Boston last Saturday. Prof. Wayland of Yale, the president of the Assoc., presided. Dr. Mosher of the women's prison was elected secretary of the health department of the Assoc. in place of Dr. Emily F. Pope, resigned. The essay for the meeting was on "Moral, Humane, and Unsectarian Religious Education in our Public Schools," and was prepared by Mr. Geo. T. Angell. The essay elicited considerable discussion, in which Prof. Wayland, Hon. Carroll D. Wright, Mrs. Emily Talbot, and others participated.

— Dr. Alexander, of Belmont, has recently given to Tufts Coll. a fine and valuable herbarium, with other extensive collections, which will soon be placed in the Coll.

— The special committee on raising a permanent fund for the benefit of the Mass. Agricultural Coll., has voted to raise $100,000, to be made a permanent fund for the Coll.

— Miss Alice A. Freeman, formerly of the East Saginaw High School, Mich., has been advanced to the vice-presidency of Wellesley Coll.

— Mr. Chas. B. Perry, lately master of one of the grammar schools in Webster, who has been appointed principal teacher in the State Reform School at Westboro, has been presented by his Webster pupils with a set of Shakespeare's complete works.

— Lowell's new grammar school on Pine street is to be called the Garfield School.

— Miss Jennie Kimball has been elected teacher in the Wallis School, Peabody.

— Mr. E. A. Goodnow, of Worcester, who recently gave to Mt. Holyoke Sem. an adjoining estate to be laid out as a park, gave on Thanksgiving day a further sum of $5,000, as a fund of which the income is to be expended in keeping the park in order.

RHODE ISLAND.

— A Teachers' Inst. will be held at Chepachet, Thursday and Friday, Dec. 15 and 16. The commissioner will be assisted by Prof. J. C. Greenough of the State Normal School, Mr. A. J. Manchester of the Thayer street grammar school, L. W. Russell of the Bridgham grammar school, Rev. J. C. Stockbridge of Providence, Rev. C. J. White of Woonsocket, and others. The work of the Inst. will be directed to the needs of our common schools, and all teachers and school officers are specially invited to attend. The sessions of the Inst. will begin on Thursday at 1.30 o'clock, and close with Friday evening. It is hoped that as many teachers as possible will be present throughout all the sessions. Trustees are urgently requested to make provision for the attendance of their teachers.

CONNECTICUT.

State Editor, CHARLES NORTHEND, *New Britain, Conn.*

— The academy at Glastonbury has commenced its winter term with very flattering prospects. It is under the charge of Prof. Brewer, assisted by Miss Kate Scudder, — both teachers of successful experience.

— The Literary Inst. at Suffield has just commenced its winter term with a good number of pupils. Prof. M. H. Smith, the prin., is quite popular, and is bound to make the school better than ever before.

— The Connecticut Farmers' Assoc. is to hold its annual meeting in the pleasant town of Newtown, and among the lecturers we see the name of Sec. Northrop, who is to have for his theme "The Farmers' Home," and he will without doubt give a highly interesting lecture.

— The Normal School has recently been honored with a visit from J. A. McLellan, LL.D., Inspector of High and Normal Schools in the province of Ontario, Canada. He gave an excellent address before the school, which was listened to with very great interest by all present. We learn that he was much pleased with both the normal and high schools.

EDUCATIONAL INTELLIGENCE.

INDIANA.—The meeting of the State Teachers' Assoc. will be held in Indianapolis, Dec. 27, 28, and 29, 1881. Papers will be read upon the following subjects:

"Management of Bad Boys;" by T. J. Charlton, Supt. State Reform School. "Work;" by Miss Isabel King, of the Indianapolis Public Schools. "School Keeping in the Primitive Days of Indiana;" by Hon. B. C. Hobbs, ex-State Supt. "Public Schools and Temperance;" by Mrs. Mary H. Hunt, of Boston, Mass. "School and Skill;" by Eli F. Brown, of the State Normal School. "The Union of Our Public-School Systems;" by Walter R. Houghton, of the State Univ. "Conscience Training in the Public Schools;" by J. J. Mills, Assist. Supt. of Indianapolis Public Schools. "Garfield as an Educator;" by Dr. E. E. White, of Purdue Univ. Gov. A. G. Porter will deliver the Address of Welcome, and Hon. D. F. DeWolf, of Ohio, will deliver the Annual Address.

The leading papers will be limited to thirty minutes, and leaders in discussion to ten minutes.

Prof. H. B. Jacobs, Supt. of the New Albany Schools, is president. The prospects for a large attendance were never better. The usual reductions in railroad and hotel rates are secured.

E. H. BUTLER, *Chairman Ex. Com.*

Illinois State Editor, J. N. WILKINSON, *Decatur, Ill.*

ILLINOIS.—The Co. Supts. present a good program for their Springfield meeting, Dec. 26-27. Monday evening, Loomis of Whiteside, and Ray of Ogle, discuss teachers' institutes; and Smith of Clay, talks of educational columns in county newspapers. On Tuesday, Lane of Cook, and Brand of Jo Daviess, treat of county normal schools; Arnold of Jasper, Mrs. Taylor of Alexander, Grubb of Macoupin, and Crow of Pike, tell what county supts. can do to improve the taste for good literature; Mann of Kane, and Burgess of Pratt, talk of certificates without examination; Trainer of Macon reports "An Experiment and What is Coming of It," and Armstrong of Ford, and Abbott of Marion, close the day with "Graduation in Country Schools." The program presents an additional list of excellent topics to be discussed if time allows.

On the 29th and 30th of December, the Southern Illinois Teachers' Assoc. will be held at Flora. The program is a very interesting one, and we hope many teachers will attend both this and the Springfield meeting.

The winter term of the Illinois State Normal Univ. begins with 361 students in the normal department. This is the largest enrollment in the history of the institution.

The State Assoc. will certainly have an immense attendance this year. The railroads and hotels make the usual reductions. Springfield can give the best accommodations in the State outside of Chicago. A chance to hear without charge the lecture of B. F. Taylor, and the singing of the Chicago quartette, ought to bring teachers from all parts of the State. We shall in due time give in this paper the full program of the Assoc.

Supt. Scott, of Effingham, is not a candidate for reappointment, but the Board of Suprs. have no lack of names to choose from.

One of the interesting topics for hotel talk at Springfield will be, Who are the new supts., and who take the places in schools vacated by the changes?

Pike Co. teachers had a good meeting at Barry, Nov. 25 and 26. W. N. Terris, Mary O'Neil, W. D. Bentley, H. Higgins, J. W. Cook, C. E. Thurman, Dr. Brubaker, S. B. Lewis, Dr. Lucas, W. H. Crow, Mark Hitch, A. C. Bentley, C. I. Swan, and others were on the program. "Arithmetic in Country Schools," "School Hygiene," "The Teacher Outside of Class Work," "Advantages of Phonetic Spelling," and "How to Teach Pupils to Use Good English," were some of the valuable discussions.

The Knox Co. Teachers' Assoc. held its annual session at Galesburg, Nov. 25-6. The very interesting program was well carried out. The address of Prest. Steele dwelt upon teaching as a profession. Dr. Bateman's address on "Public High-Schools" is reported quite fully in Galesburg papers. Among the resolutions adopted was one approving Prest. Bateman's address, another recommending the continuance of county fair exhibit, and yet another urging the inculcation of temperance principles in the schools. The following are officers for next year; *Prest.*—J. H. Stickney, Altona; *Vice-Prest.*—Miss Anna Somers, Wataga; *Sec.*—Ida McCall, Galesburg; *Asst. Sec.*—Jennie M. Long, Knoxville; *Treas.*—Theodore Axline, Maquon; *Ex Com.*—Mary Allen West, Matthew Andrews, Shirley C. Andrews.

Prof. LaRoy P. Griffin, from Lake Forest Univ. has been elected principal of the high school at Newburyport, Mass.

MISSOURI.—Inclosed are the programmes of the Teachers' Monthly Meetings for November and December of the current school year. [Received too late to be of use.—ED.] The programmes are carried out to the letter. Our plan is to appoint a committee of five at the beginning of the school year, to arrange programmes. The superintendent is chairman of the committee. In arranging the exercises, three objects are kept in view: (1) Practical recitations, study, and discipline; (2) Presentation and discussion of educational principles; (3) General topics from outsiders. J. M. GREENWOOD, *Supt.*

MARYLAND.—Hon. M. A. Newell, of Maryland, writes a friend: "I have just returned from Prince George Co., formerly sometimes called 'the Africa of Maryland,' where I have held a most successful institute. Only two teachers in the county failed to respond at the first roll-call. I have made a visit to the office of nearly every school-board in the State, and examined their methods of keeping accounts and transacting business, and hope to complete the entire examination before New Year's."

This is the way Mr. Newell brings up the work in his intering State.

GEORGIA.—Emory Coll., Ga., presided over by Dr. A. G. Haygood, is one of the most flourishing institutions of the South, and the liberal benefactions of Mr. Seney, of New York, have enabled the trustees to erect new buildings and add new professorships to meet the growing demands of the college. Emory has a faculty of 12 members, and the lists of students now numbers more than 200. Northern students desiring, for any reason, to study in the South, will do well to consult Prest. Haygood as to the excellent facilities offered for an education.

OHIO.—*Catholic Control of a School Fund.*—The Cleveland *Leader* has discovered an Ohio town, named Minster, which was founded by Catholics, and is inhabited almost entirely by people of that faith, several hundred in all. The only school is supported by the Ohio school fund, and from its origin has been parochial, and under the exclusive control of the church. The Catholic Bible and catechism are text-books in the schools, in direct derogation, the *Leader* says, of a political fabric, dear to the people of Ohio, which says: "No religious or other sect or sects shall ever have any exclusive right to or control of any part of the school-fund of the State." The few Protestant citizens in the town have entered a protest against the present course of instruction, and will petition to have the Catholic text-books excluded, and the school made a common school. If necessary, the question will be carried to the courts.

New York State Editor, E. T. TOMLINSON, *Auburn, N. Y.*

NEW YORK. — Miss Carrie P. Overton, for several years a teacher in the public school at Adams, and lately its principal, has been elected a teacher in the Auburn High School. She

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The New Battle-Front of the Literary Revolution.

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The merry old-line monopolist publishers have said, "I told you so," and their types have clicked for the old-time high prices,—$8 again for books which the Revolution gave you in beautiful form for 50 cents.

The happy 50-per-cent-profit bookseller has laughed at the downfall of the hated thing, and joked the aspiring school-boy over his vanished vision of a library of choice books all his own.

The dashing dime novel, "square-side" library of flashy fiction, and the $80 encyclopædias have begun to dance a merry round—

But stop a little!

The car of good literature and useful knowledge only changes its crippled, honored, battle-scarred horses for sound, fresh, stronger ones, and dashes forward again with flying colors. The song of Nicodemus says:

"And the darkness which seemingly banished the dawn
Only hastened the advent of day."

The Literary Revolution moves on. It had only begun to array its forces. Its supposed Waterloo was a mere skirmish—it served only as a signal for the real call to arms.

A dead Lincoln did not made a doomed Union,—the people were back of him, and the people are back of this Revolution,—they will see to it that it does not halt.

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A book that is worth owning is worth preserving,—therefore should be well printed and bound.

To make one dollar and a friend is better than to make $5 only.

1,000 books, profit $1, equals $1,000; 1,000,000 books, profit one cent, equals $10,000. It is more pleasure as well as more profit to sell the million.

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will be greatly missed at Adams, by both pupils and teachers. Surely merit, like murder, *will* out.

Ex-School Comr. Wilber, for some time past a resident of Binghampton, has accepted the principalship of the Great Bend borough school. He is thoroughly posted on educational matters, and good work may be expected.

The academy at Lisle commenced its second term of this school year on Monday, the 5th inst. There is a large attendance of non-resident pupils, and a full teachers' class.

The New-York State Assoc. of School Comrs. and City Supts. meets in January next, at Albany. Addresses and papers by prominent educational men are expected, and a more than usually interesting session is anticipated.

The professors in our various colleges are coming prominently to the front as lecturers. In addition to those we have before mentioned, we learn that Prof. J. J. Lewis, of Madison Univ., recently lectured at Canastota on the subject, "The Rule and Royalty of the Coming Man."

The committee appointed at the last commencement of Hobart Coll. to obtain funds for the improvement of the college property, the erection of new buildings, and other like good works, have issued an appeal particularly addressed to the alumni.

Papers have been served on the Boards of Ed. of Utica, Albany, Troy, Rochester, Syracuse, and Buffalo, in a suit brought in the U. S. Circuit Court, by John H. Hayward of Boston, and Aaron A. Allen of Fort Richmond, for damages in the form of royalty alleged to be due for the use of patented school-desks and seats.

Fuller rejoices over the very flattering condition of her graded school. The building in use, when first erected, was pronounced "large enough for a city," and it has already become too small. Recitations have to be heard in both ends of the senior-room at once. Other rooms are crowded in the same degree, and one of the primary teachers has taken thirty-seven of the pupils to the basement of the Baptist Church and there does her school-work.

We hear very flattering reports of the work of the men recently placed at the head of Hamilton Coll. and Syracuse Univ. We hail with delight every effort to raise the standard of the colleges of the State, and the men pushing such reforms will find willing supporters in all the teachers. It is most unfortunate that in so many instances good work is cramped and thwarted through a lack of financial support, and we earnestly hope the alumni and friends of these and all institutions of learning will rally to their support with a will and a purpose that will accomplish something.

Hon. Seth Low, mayor-elect of Brooklyn, has been elected a member of the Board of Columbia Coll, in place of Dr. John C. Jay, resigned. Prof. A. Alexander has been chosen professor of Philosophy and Pyschology.

We learn from a Springfield paper, that the Supt. Power, of Aurora, will come before the State convention next year. Another aspirant for the State superintendency is said to be Prof. Long, of Chaddock Coll., Quincy.

PENNSYLVANIA.—Mrs. Laura Adams, from Detroit, Mich., occupies an important position in the high school at Bradford, and is doing finely.

FOREIGN.—The English Science and Art Dept. proposes to establish night classes in rural parishes, in order to bring before those chiefly interested the scientific principles of farming. Some of the public papers fear that, as with us, there will be some difficulty in persuading farm-laborers that there is any science in operations to which they have been accustomed all their lives, and about which they consider they know more than anybody else.

Great progress is making in England in technical and industrial education. There are now 15,000 industrial schools in operation in England, at an annual cost of $1,580,000. A royal commission has been appointed to inquire into the modes of industrial education in other countries, for the purposes of comparisons. The Guilds Inst., in London, has 2,500 pupils in its technical classes, and this school is liberally endowed and very intelligently conducted, its examinations being accepted as a decisive test of proficiency.

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PUBLISHER'S NOTES.

A CARD.

During the next six months there will be a large number of people out of employment on account of the drought; in some parts of the country there is a good deal of suffering. There are plenty of men and women in this country, who, if some friend would put them in the way of earning two or three hundred dollars during the winter months, would be grateful for a life-time. A large manufacturing company in New York is now prepared to start persons of either sex in a new business. The business is honorable and legitimate (no peddling or book canvassing), $50 per month and expenses paid. So, if you are out of employment, send your name and address at once to The Wallace Co., 60 Warren St., New York. The *Household and Farm* in its issue of October says, "The offer made by this company (who are one of the most reliable in this city) is the best ever made to the unemployed." The Wallace Co. make a special offer to readers of this paper who will write them at once, and who can give good references. |tf

DISEASE never comes to us without a cause. Ask any good physician the reason and he will tell you something interferes with the working of the great organs. Kidney-Wort enables them to overcome all obstructions and preserves perfect health. Try a box or bottle at once.—*Mirror and Farmer.*

MESSRS. COWPERTHWAIT & Co., Philadelphia, have now ready *Monroe's Vocal Gymnastic Charts.* For sale in New England by the Boston School Supply Co., 15 Bromfield Street, Boston. These beautifully executed charts meet a growing want in every school-room, and will be hailed with delight by the practical educators of the country. All teachers recognize the importance of physical training, and feel the need of some kind of gymnastics to quicken and invigorate their pupils in the school-room. "What kind of exercises shall we use?" is the question everywhere asked. *Monroe's Vocal Gymnastic Charts* answer it, and supply practical lessons, fully illustrated, with concise directions how to conduct, intelligently, exercises in the *physical drill* that will rest the brain and build up the body. We have tested the value of these exercises and know that they secure erect carriage of the body, healthful breathing, expansion of the chest and a consequent increase of mental and physical vigor. These physical conditions secured, the pupil is prepared for vocal culture, voice-building, production and projection of tone, correct articulation, etc. These Charts furnish the directions and exercises adapted to secure these results. The Charts comprise forty-four numbers, 25x30 inches in size. They are beautifully printed on manilla parchment paper (stronger and more durable than pasteboard), with large, clear type made expressly for the purpose, and illustrated with pictures drawn with special adaptation to the lessons. They are mounted in the most convenient form for practical use.

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A Grape from a Thorn; a novel; by James Payn; 20 cts.; H. F. S. Lib. Harper Bros.

Historical and Chronological Atlas of the United States; by Lucien W. Smith, Washington, D. C.; Nat. Rep. Printing Co.

A Happy Boy; by Björnstjerne Björnsen; trans. from the Norse by Rasmus B. Anderson; author's edition; cloth; $1.00.

Seven Voices of Sympathy; from the writings of Henry Wadsworth Longfellow; ed. by C. F. Bates; cl.; $1 25. Boston: Houghton, Mifflin & Co.

Talks to Boys and Girls About Jesus, with Bible Links to make a Complete and Chronological Life of Christ for the Young; ed. by Rev. W. F. Crafts; $1.50. New York: I. K. Funk & Co.

Tender and True; poems of love; cloth. Boston: George H. Ellis

Seneca and Kant; or, an Exposition of Stoic and Rationalistic Ethics, with a comparison and criticism of the two systems; cloth. Dayton, Ohio: United Brethren Publishing House.

PAMPHLETS, ETC.

Landholding in England; by Jos. Fisher, F.R.H.S.; Humboldt Lib., No. 27; 15 cts. New York: J. Fitzgerald & Co.

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